

# State of Education

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## Closing the Achievement Gap in California

2008

**CALIFORNIA DEPARTMENT OF EDUCATION**

Jack O'Connell, State Superintendent of Public Instruction

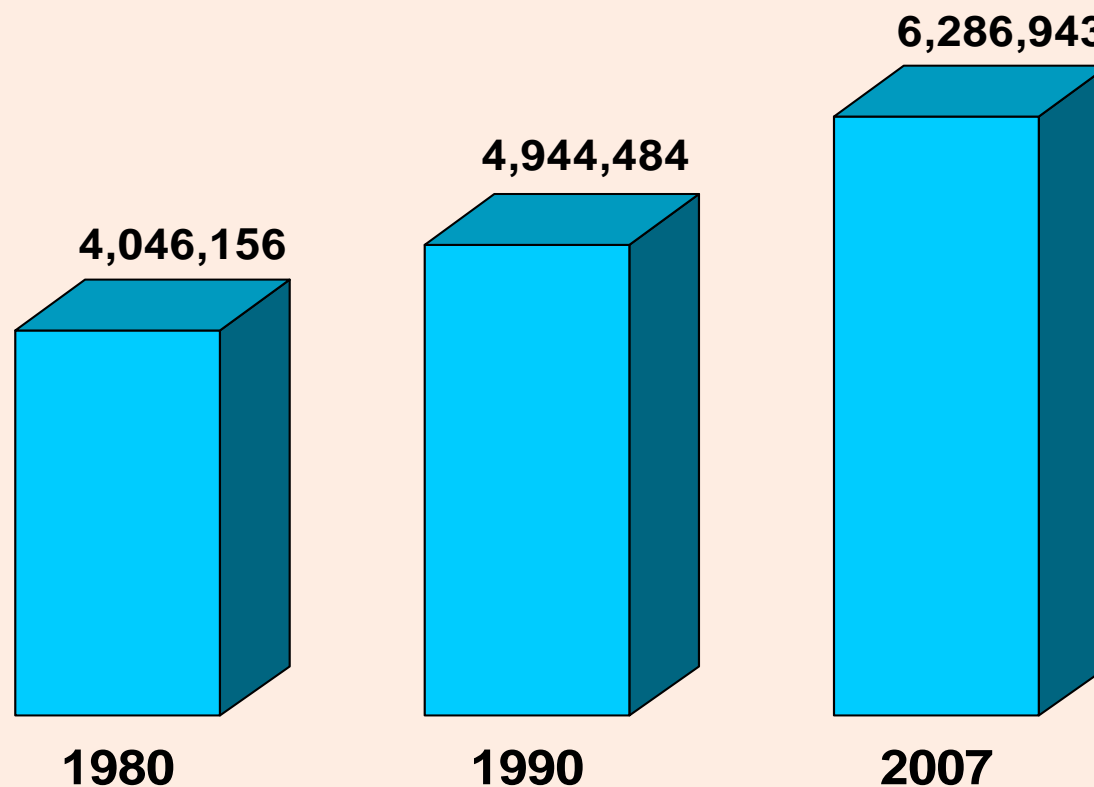


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State Superintendent  
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# Who Are Our Students?

## A Historical Perspective

### California Students Enrolled in Public Schools

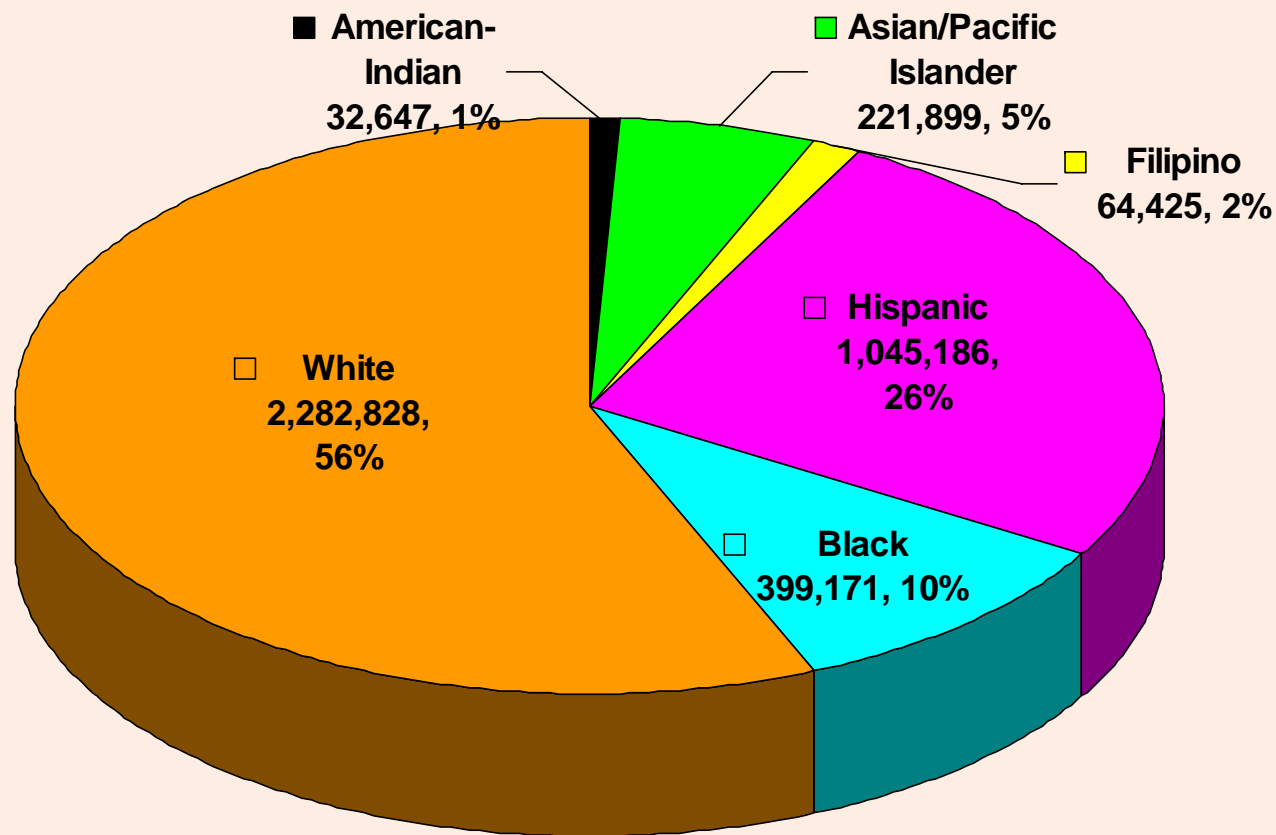


California is Educating  
**2.2 Million More Students**



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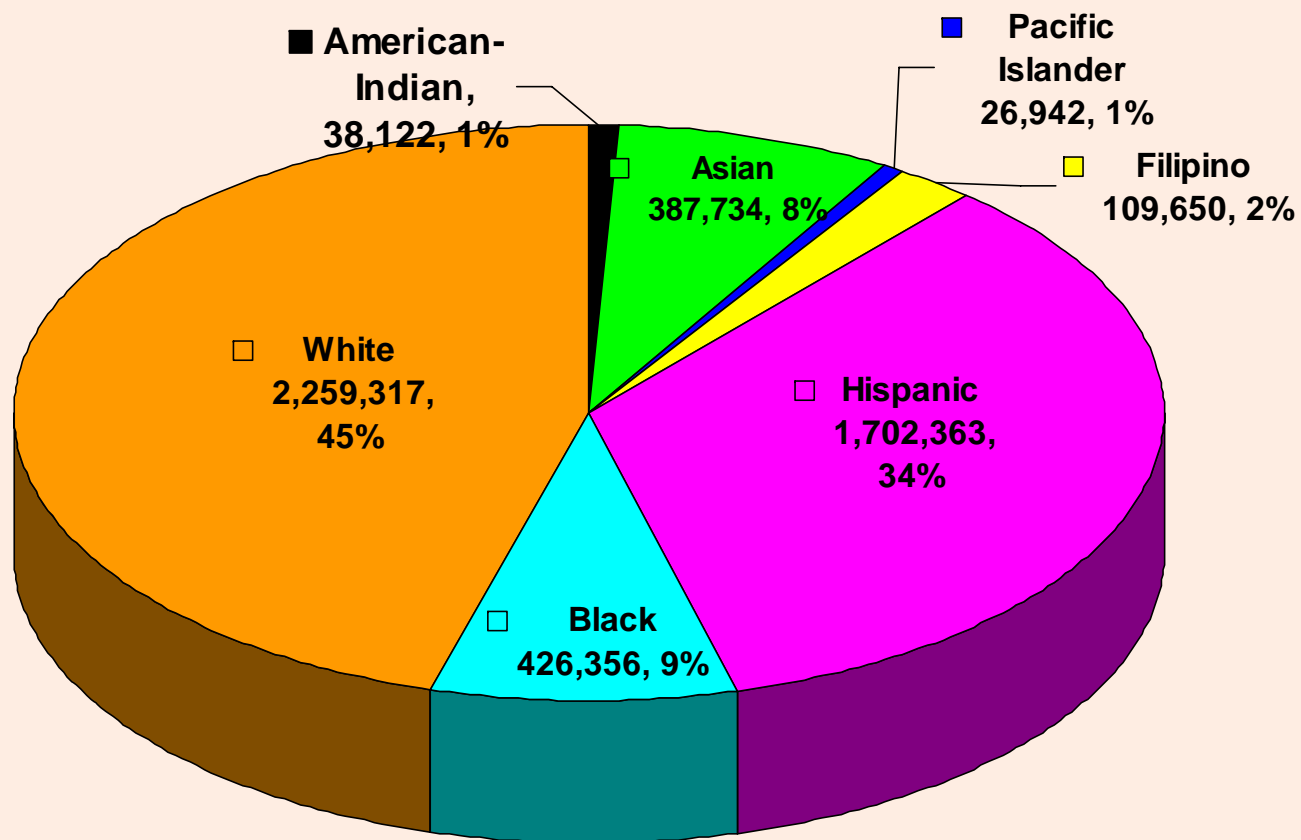
# Total K-12 Enrollment for 1980-81: 4,046,156





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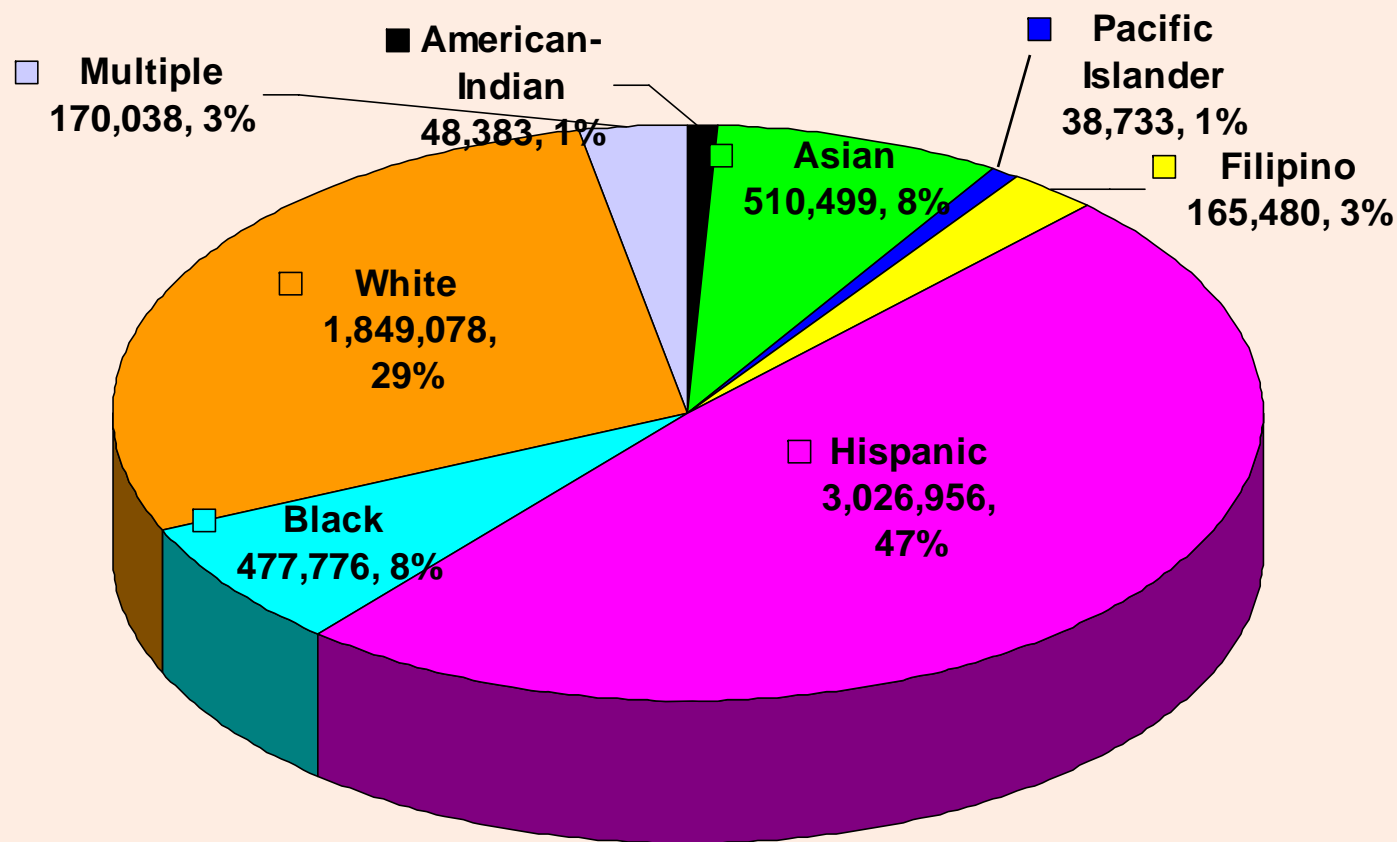
# Total K-12 Enrollment for 1990-91: 4,944,484





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# Total K-12 Enrollment for 2007-08: 6,276,486

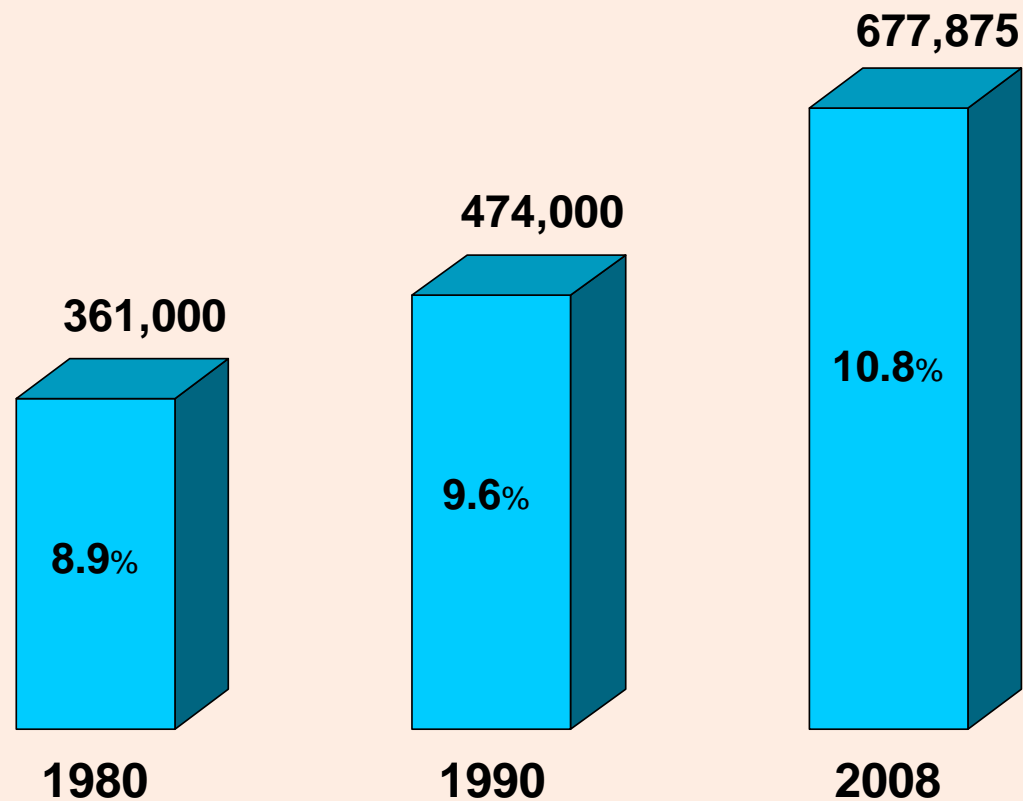




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# Different Challenges, Different Needs

## Special Education



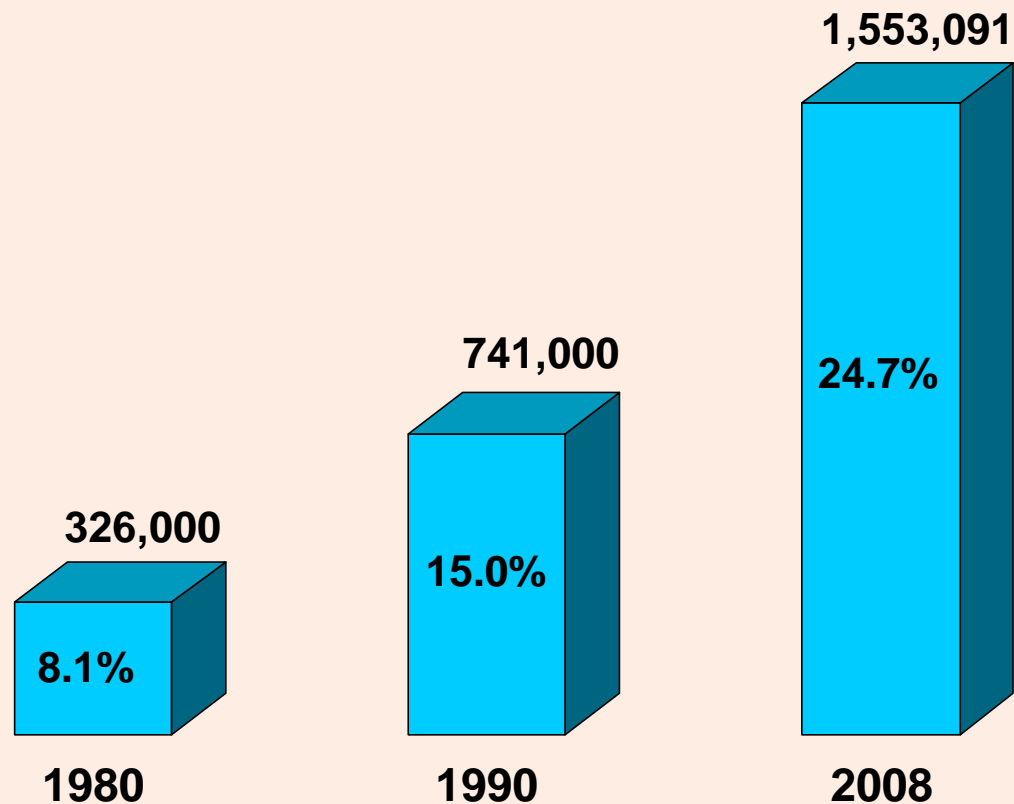
That's an **87.8% increase in 28 years**



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# Different Challenges, Different Languages

## English Language Learners



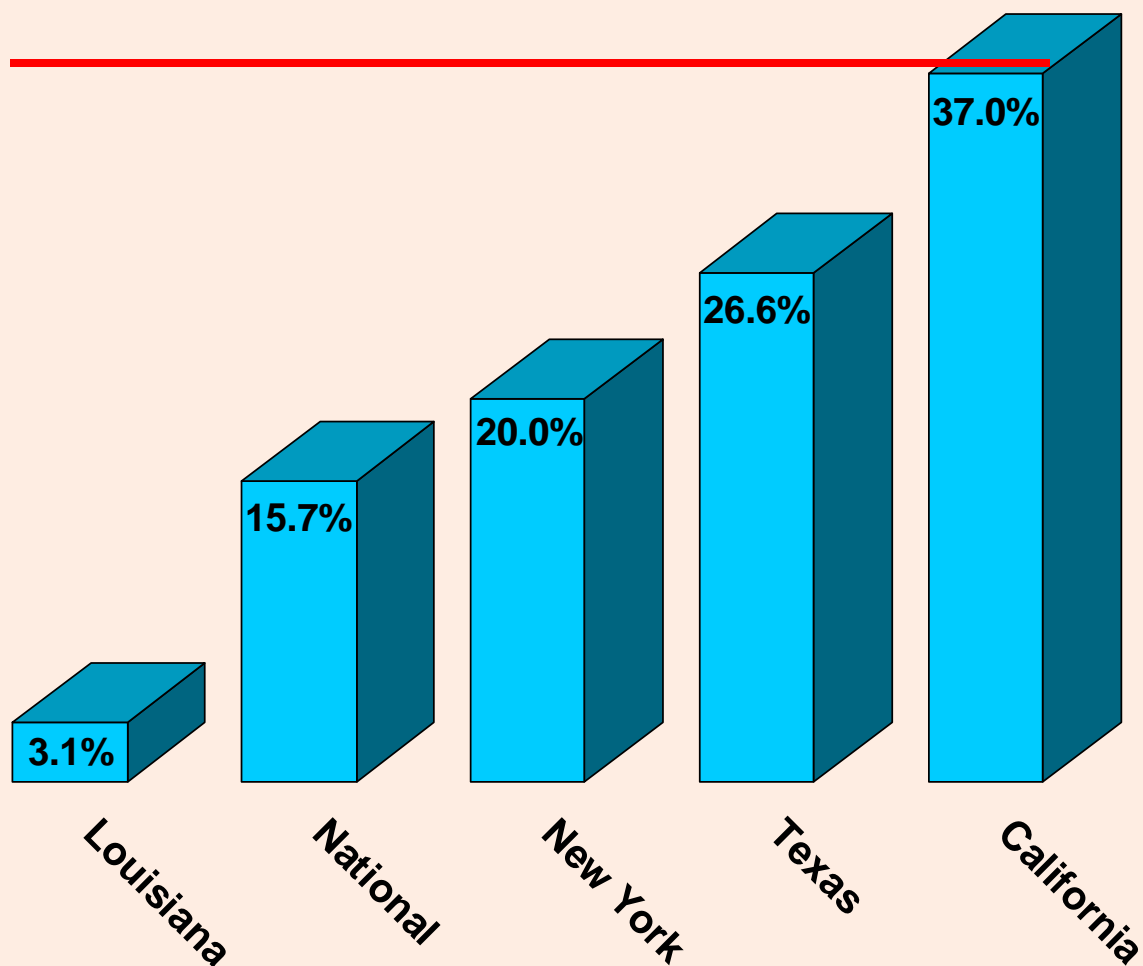
That's a **376%** increase in **28 years**



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# Linguistic Integration

## Percent of Children Whose Parents Are Not Fluent English Speakers



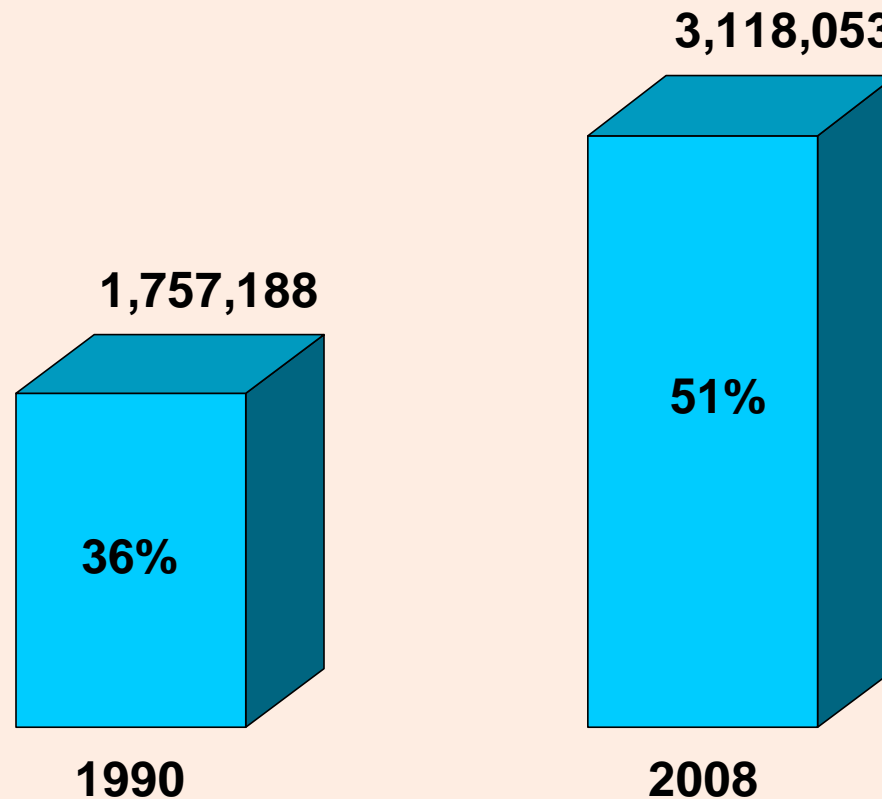




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# Different Challenges, Different Needs

Students Eligible for Free and Reduced-Priced Meals



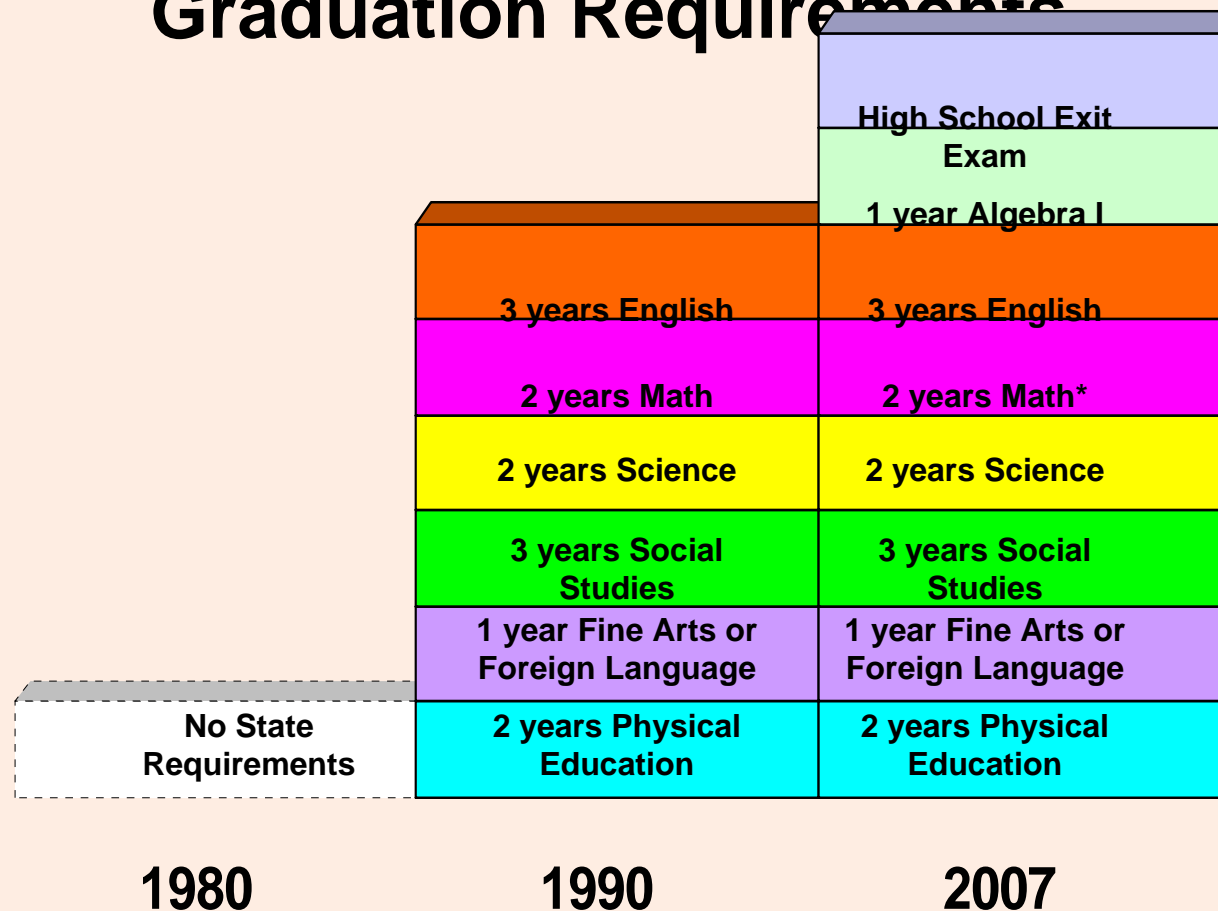
That's a **78% increase** in 18 years



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# High Expectations

## California High School Graduation Requirements

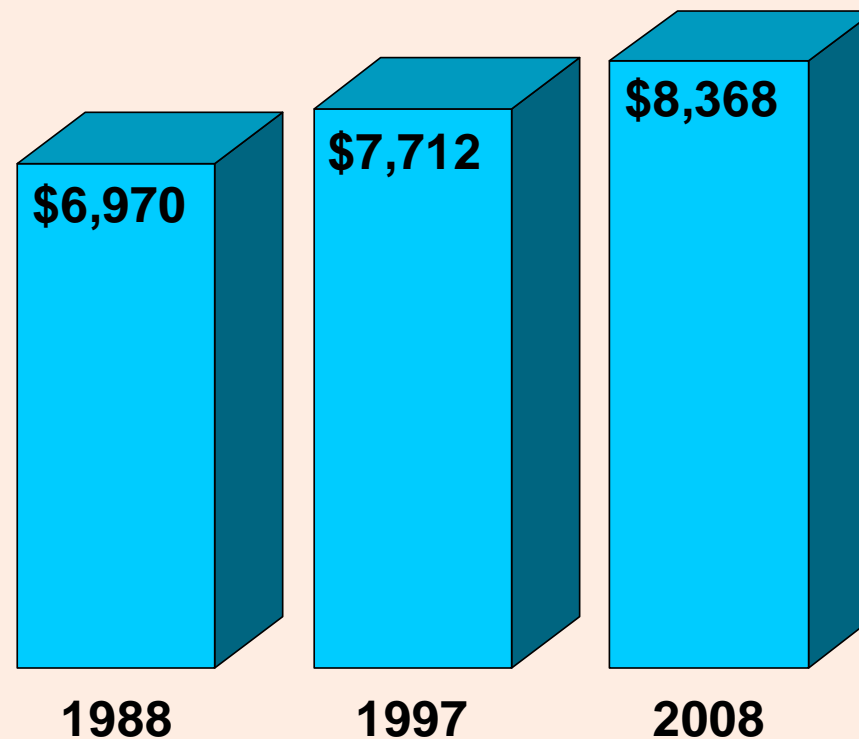




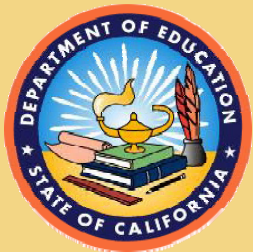
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# Different Challenges, Different Needs

## Per Pupil Spending Adjusted for Inflation

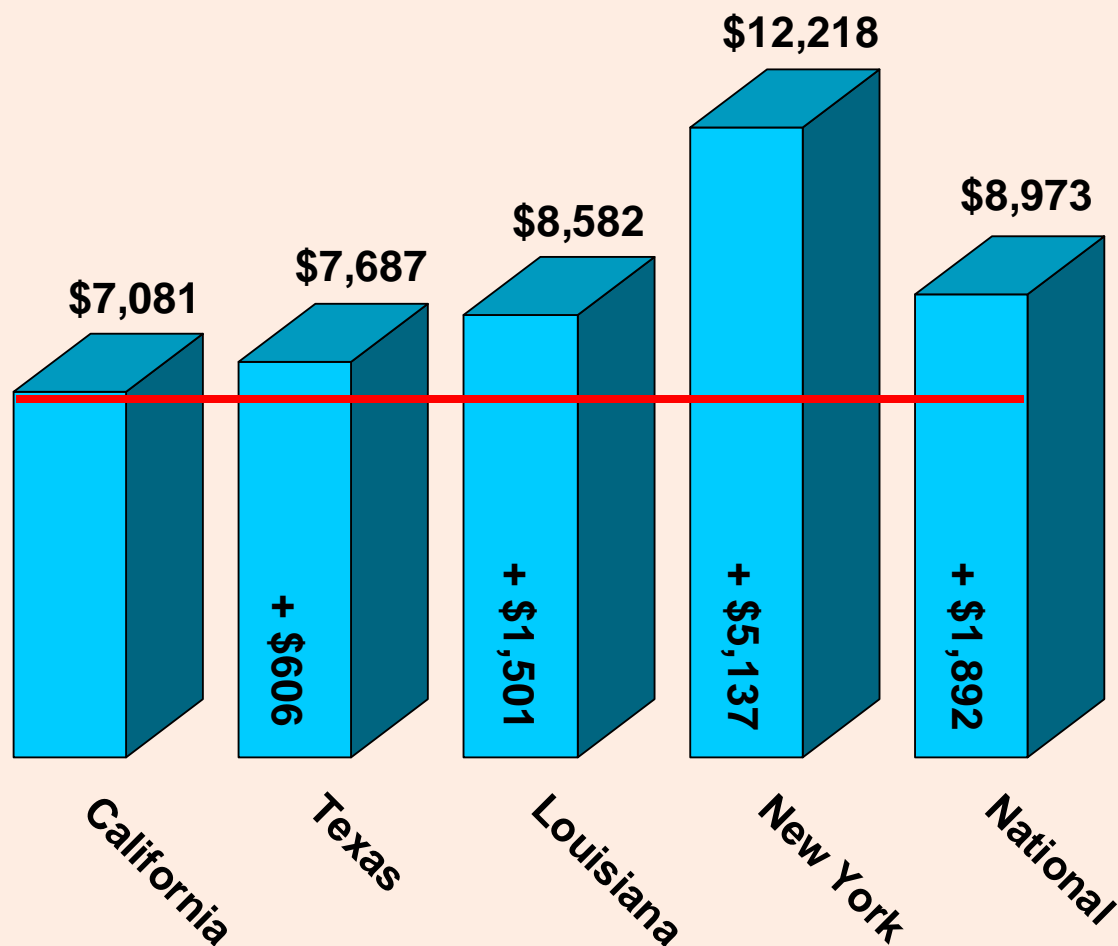


That's just a **20% increase in 20 years**



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# California's 2005 National Per Pupil Funding Comparison





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# Yet...

“There are significant signs of progress in California’s schools, in spite of the tremendous challenges they face.”

-- Jennifer Imazeki  
Professor of Economics  
San Diego State University  
2008 PACE Policy Brief



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# California's Road to High Standards, Assessments, Accountability

World class standards for every subject,  
grade:

- Testing, teacher professional development, accountability linked to standards
- Highlights achievement gap, uses data to drive decisions, focus resources

Keys to successful reform:

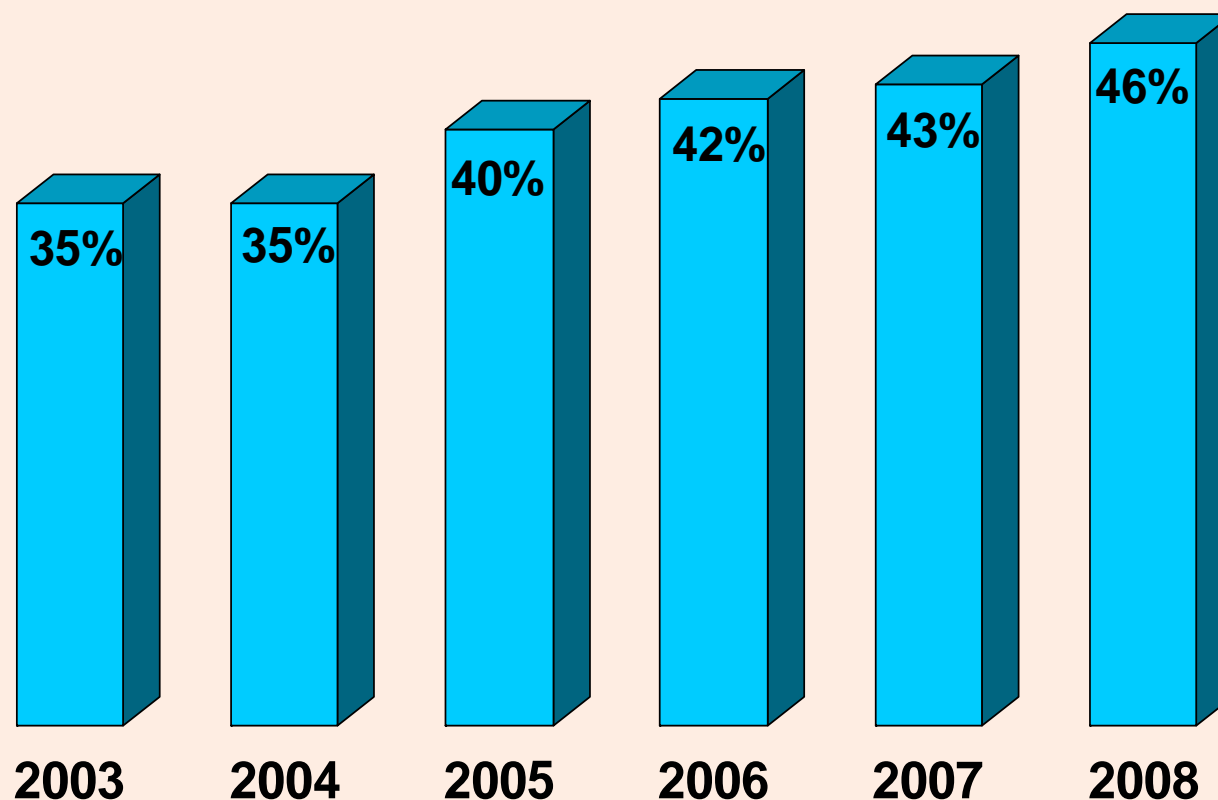
- Hold all students to same high standards
- Measure progress
- Target resources
- Support teachers



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# English Language Arts

## Percentage of Students Scoring At or Above Proficient



That's a **31% increase** in 6 years

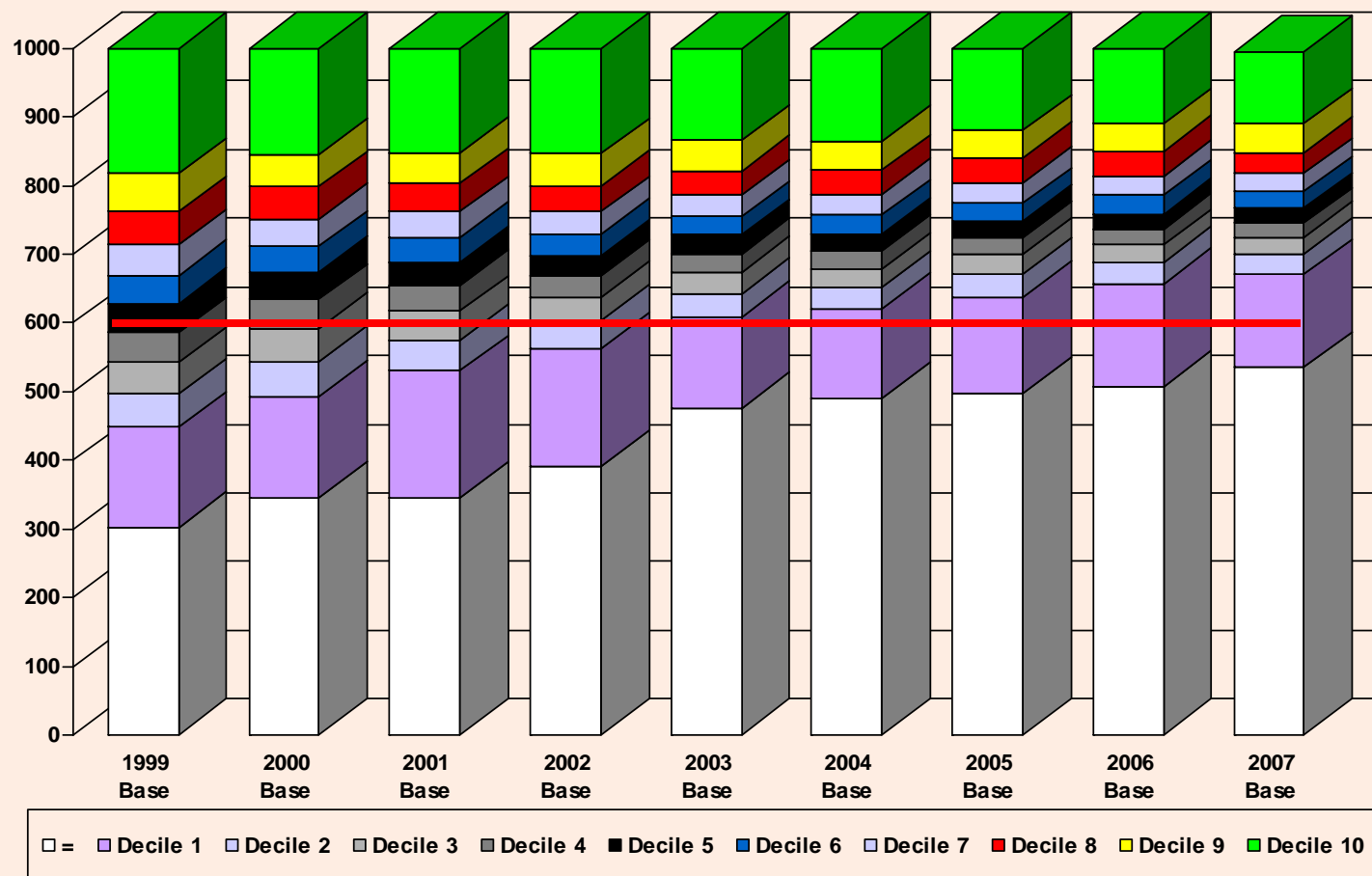


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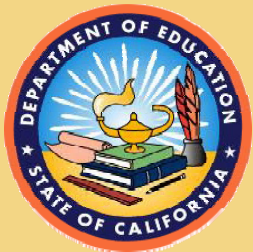
# Elementary School Level

## Academic Performance Index (API)

### Range of API Scores for Each Decile Rank



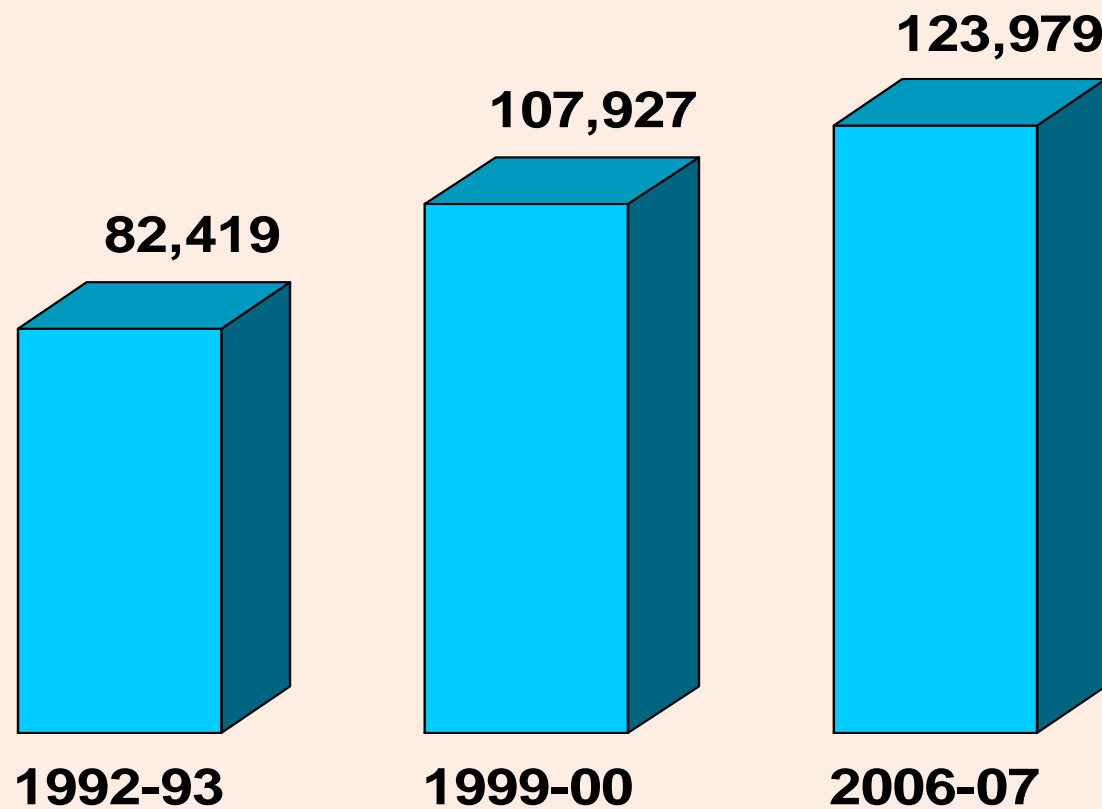




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# College Readiness

Number of Students Graduating  
“Eligible” for UC/CSU



That's a **50% Increase** in 14 Years

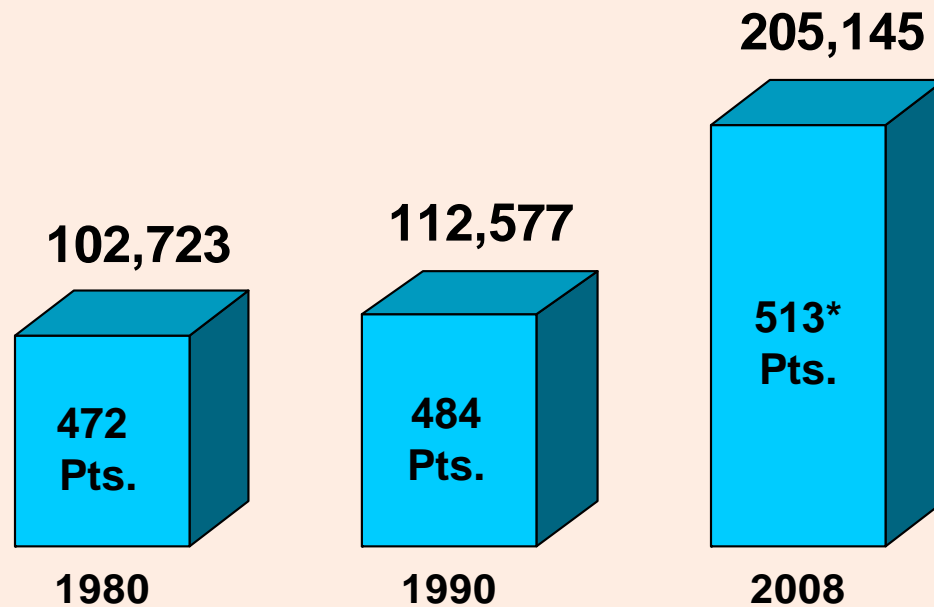


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# High Expectations

## Number of students taking the SAT

### Mean Scores for Math



**\*Writing Test Scores Excluded**

**That's a 100% Increase in 28 Years**



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# Closing the Achievement Gap

Yet, an achievement gap exists between our white students and students of color, as well as gaps with our English learners, poor students, and students with disabilities.

In California, the achievement gap represents a **majority** of students.

Closing the gap will improve the lives and futures of our students and secure the future for our state.

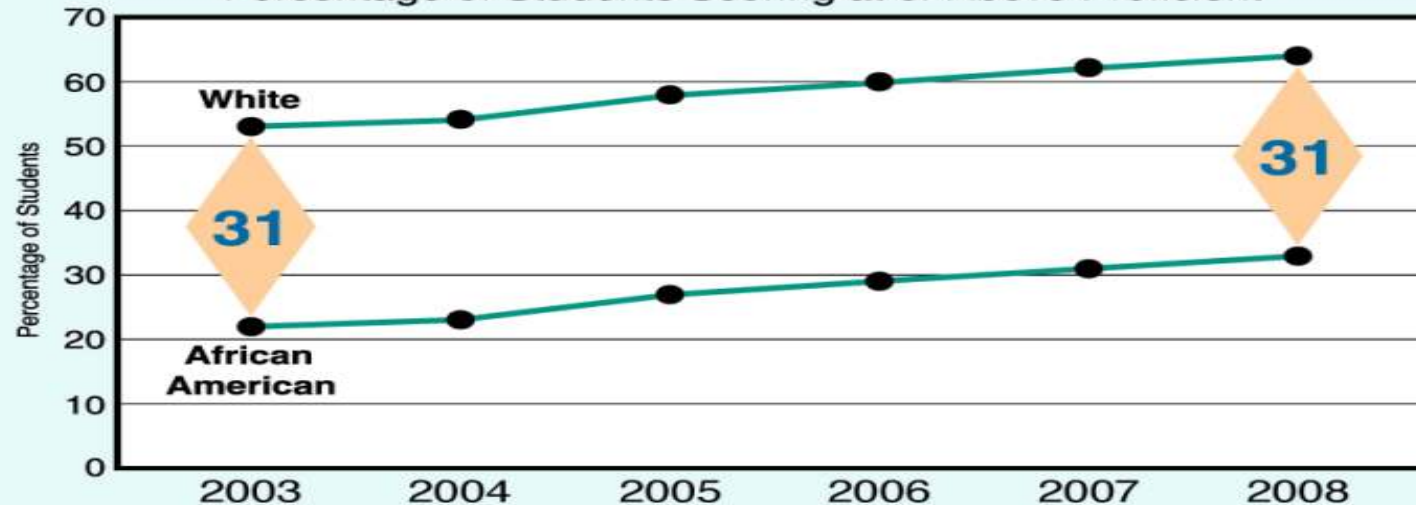


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## Achievement Gap of African American Students to White Students

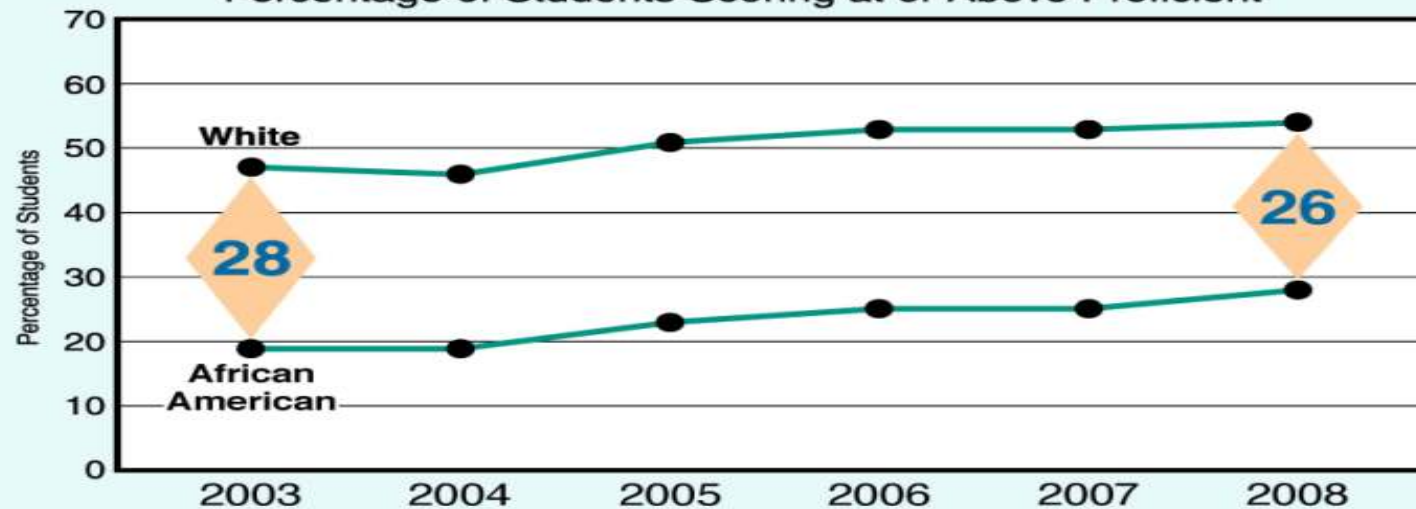
### English-Language Arts

Percentage of Students Scoring at or Above Proficient



### Mathematics

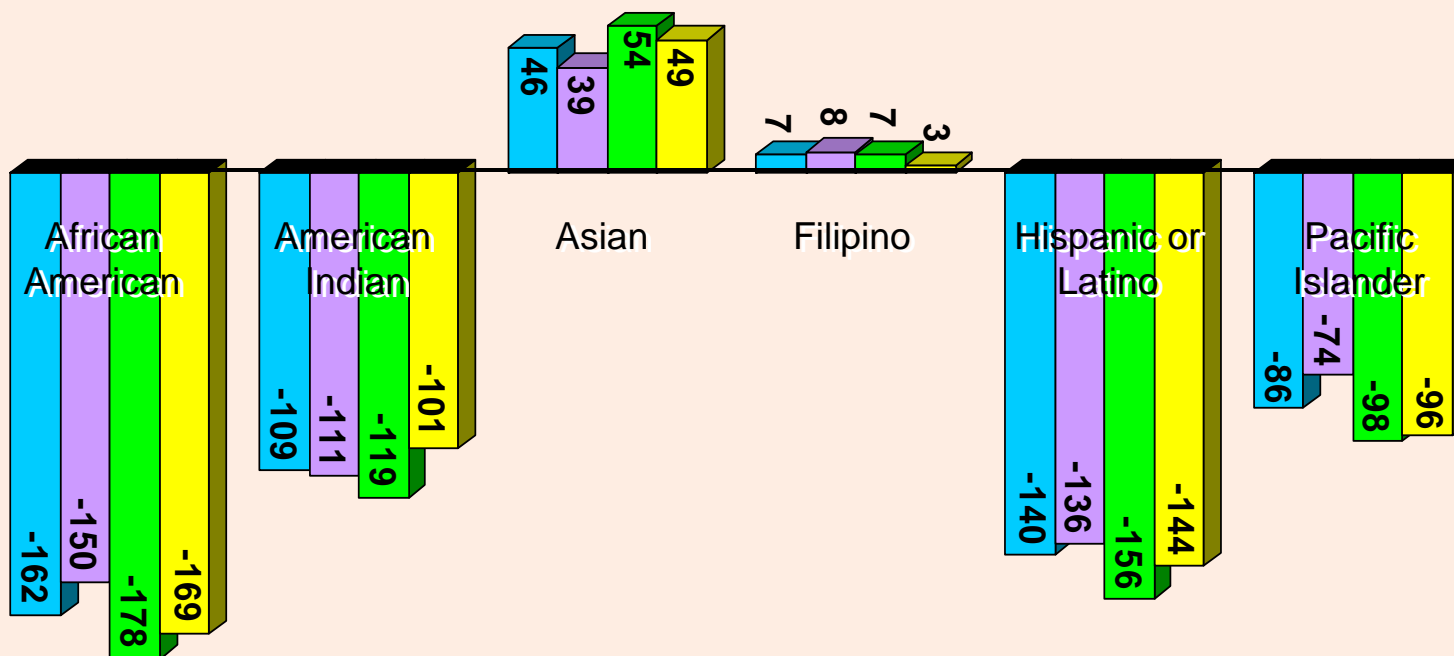
Percentage of Students Scoring at or Above Proficient





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# 2007 Base API



■ All Grades

■ Grades 2-6

■ Grades 7-8

■ Grades 9-11

■ 801

■ 837

■ 803

■ 759

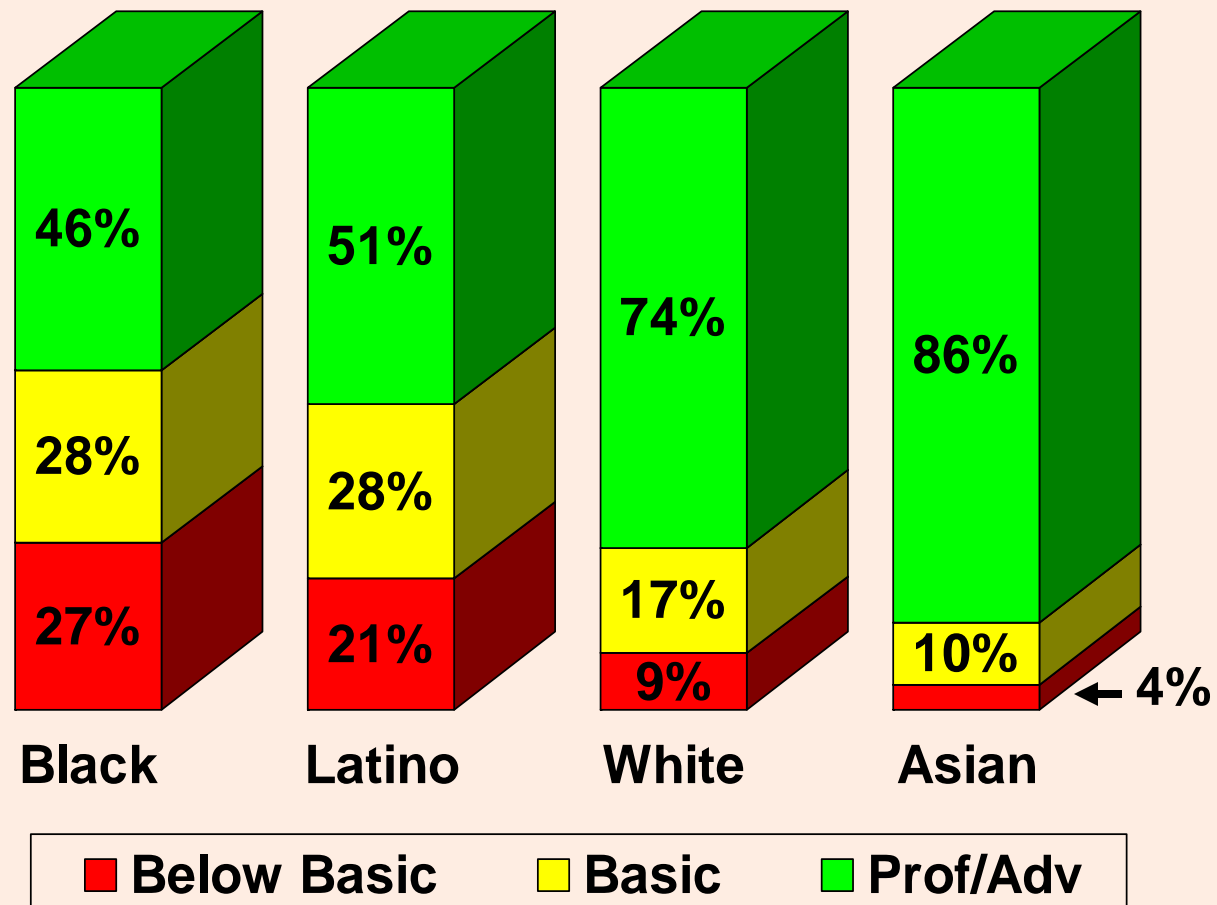
White (Not of Hispanic Origin)



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# Math 4<sup>th</sup> Grade

## By Ethnicity CST 2008



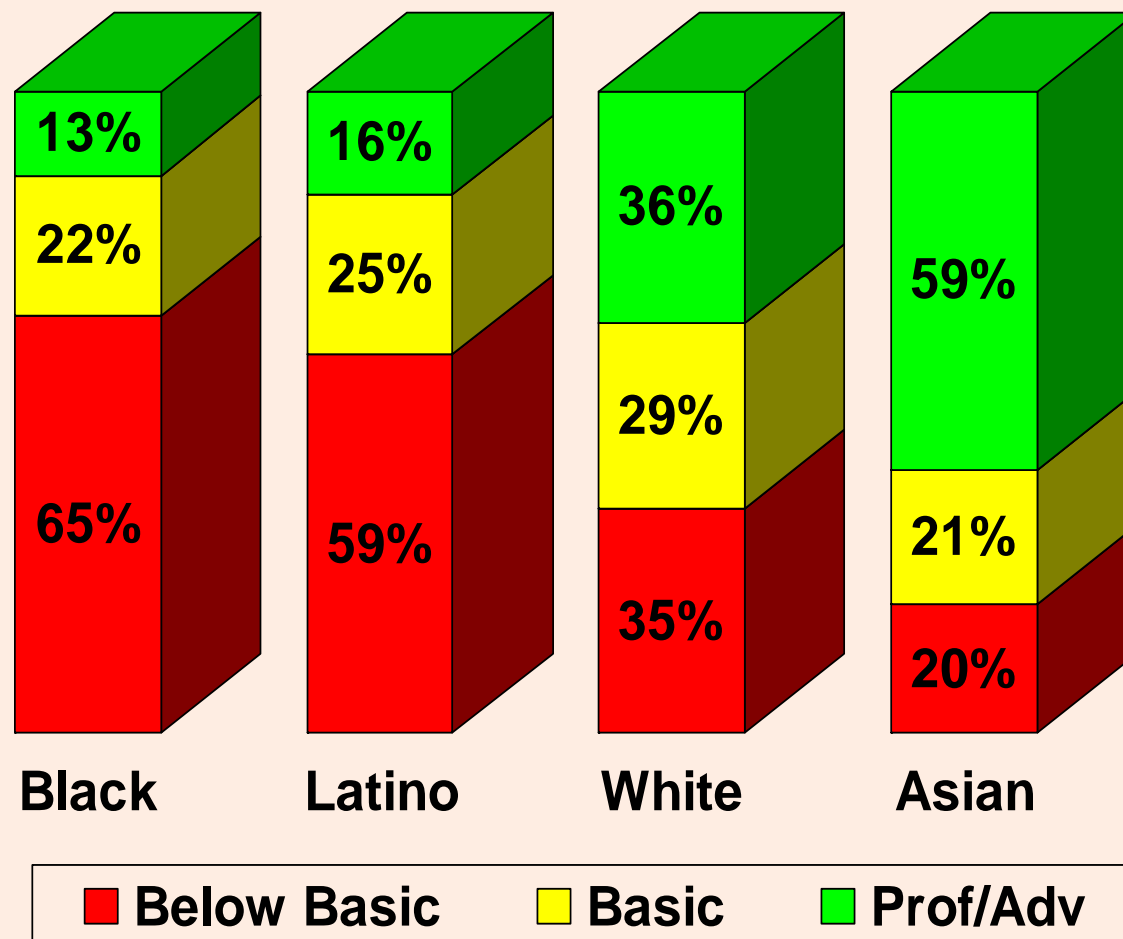
Source: California Department of Education, 2008



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# 2006 Algebra I CST

## (Grades 7-11) By Ethnicity

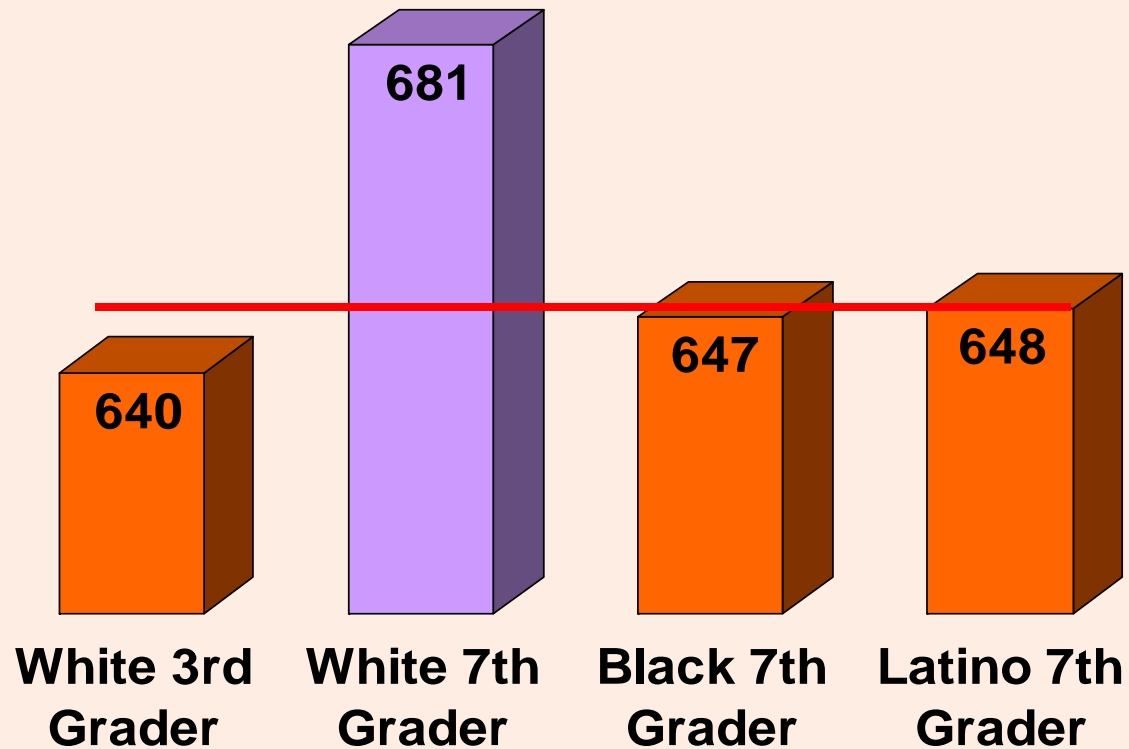


Source: California Department of Education, 2008



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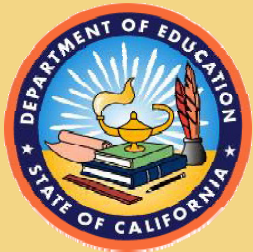
# African American & Latino 7<sup>th</sup> Graders Read at About the Level of White 3<sup>rd</sup> Graders



**CAT/6 2008**

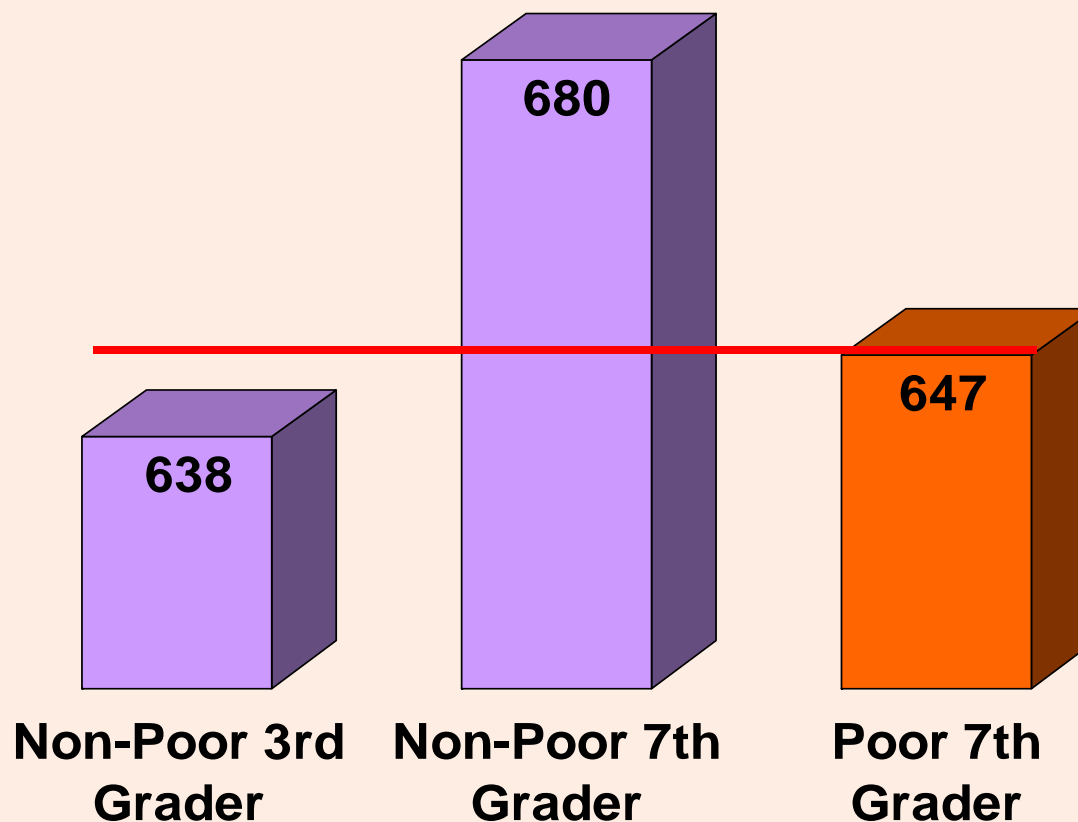
Source: California Department of Education, 2008





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# Low Income 7<sup>th</sup> Graders Read About the Level of Non Low-Income 3<sup>rd</sup> Graders



## CAT/6 Reading 2008

Source: California Department of Education, 2008



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# Subgroups are Heterogeneous

Latino children may be third generation Americans of Mexican heritage, or they may be new immigrants from Guatemala, Colombia, or anywhere in South or Central America. Yet all are classified under the federally required term, "Hispanic."

We don't generally think of African American students as English learners, but in San Diego County, students classified as African American include hundreds of recent immigrants from Somalia, who face cultural, language, and economic challenges.

In much of the Central Valley, the Asian subgroup includes Chinese American students whose grandparents were born in California, and new immigrants from Laos, Cambodia, and Vietnam.



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# Jack O'Connell

## State of Education 2006

“Sadly, too many people view (California’s) diversity as a big problem. I don’t. Instead, I say: Imagine! Imagine the potential of that diversity in today’s - and tomorrow’s - global economy. If we educate these students, well, our state would not only be able to compete more effectively, but it would be able lead our nation and the world economically. ”



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# The Gap and the Global Economy

- The population of students growing the fastest is lagging the farthest behind.
- According to a study by Eric Hanushek of the Hoover Institute, **the cost in lost U.S. economic output due to the nation's achievement gap was a staggering \$2.5 trillion between 1990 and 2002 — enough to pay the entire cost of K-12 education in the nation over that time.**
- Researchers tell us that **closing that gap over a 12-year period would add \$980 billion to the annual gross domestic product.**



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# **Achievement Gap:**

## **A Moral and Economic Crisis**

- Fewer well-paid, low skilled jobs.
- Global economy demands problem solvers, innovators, higher-level thinkers, strong communication skills
- Our students today must compete against students from all over the world.



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# Global Competition

## Did you know?

The 25% of the population in China with the highest IQ's...





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# Global Competition

Is greater than the total population of  
North America.

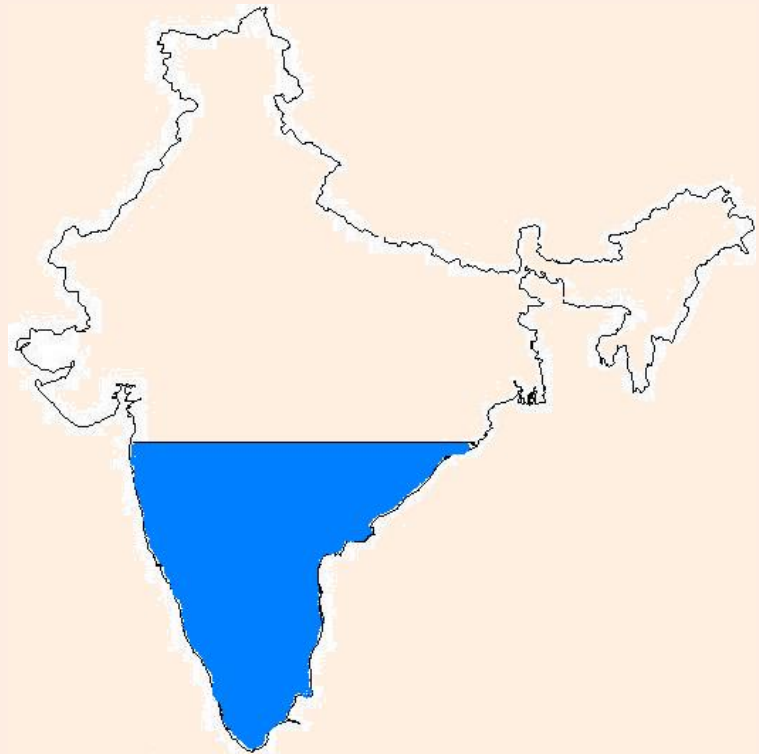




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# Global Competition

In India, it's the top 28%.







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# Multiple Skills Did You Know?

The U.S. Department of Labor  
estimates that today's learner will  
have 10-14 jobs...



By the age of 38.



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# Information Economy

It's estimated that a week's worth of  
*The New York Times*...



Contains more information than a  
person was likely to come across in  
a lifetime in the 18<sup>th</sup> century.



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# Information Economy

More than 3,000 books are  
published...



Daily.



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# Technology Driven Did You Know?

Last year, the video site YouTube consumed as much bandwidth as the entire Internet did in 2000.

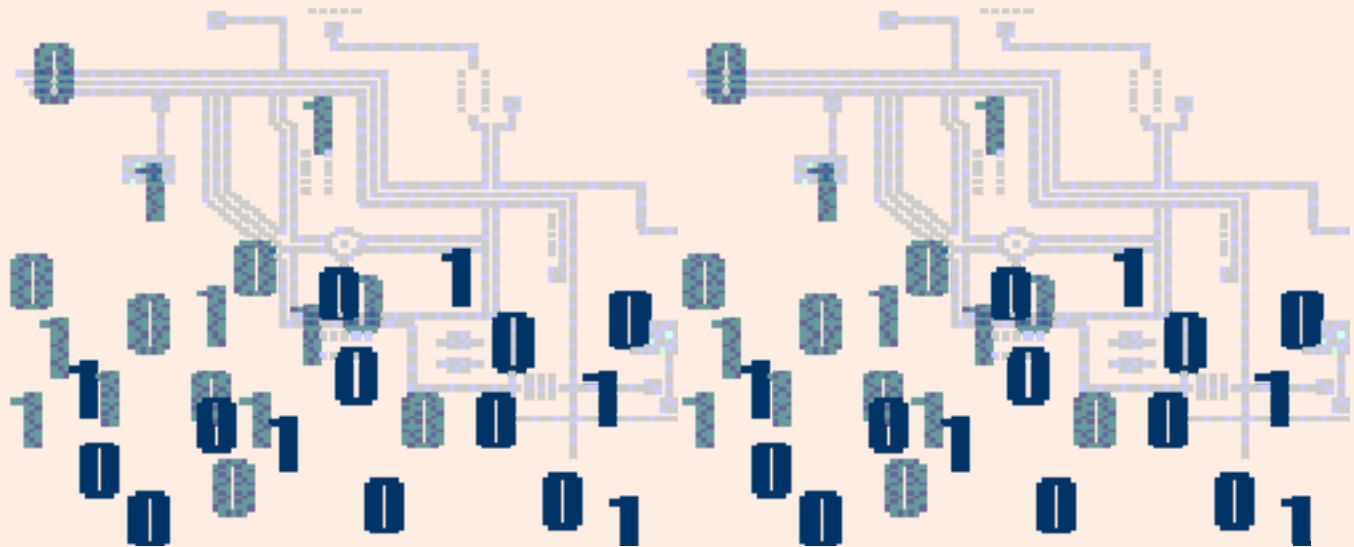




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# Technology Driven

The amount of new technical information is doubling every 2 years.





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# Technology Driven

It's predicted to double every 72 hours by 2010.





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# Educating California's Children...

We are currently preparing students for jobs that don't yet exist...

Using technologies that haven't been invented...

In order to solve problems we don't even know are problems yet.



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# P-16 Council

Statewide assembly of:

- Education,
- Business, and
- Community leaders

Charged with developing strategies to better:

- Coordinate,
- Integrate, and
- Improve

Education for preschool through college students

Formed in 2004 by Jack O'Connell, the Council has dealt with High School Reform and Professional Development Issues





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## P-16 Council

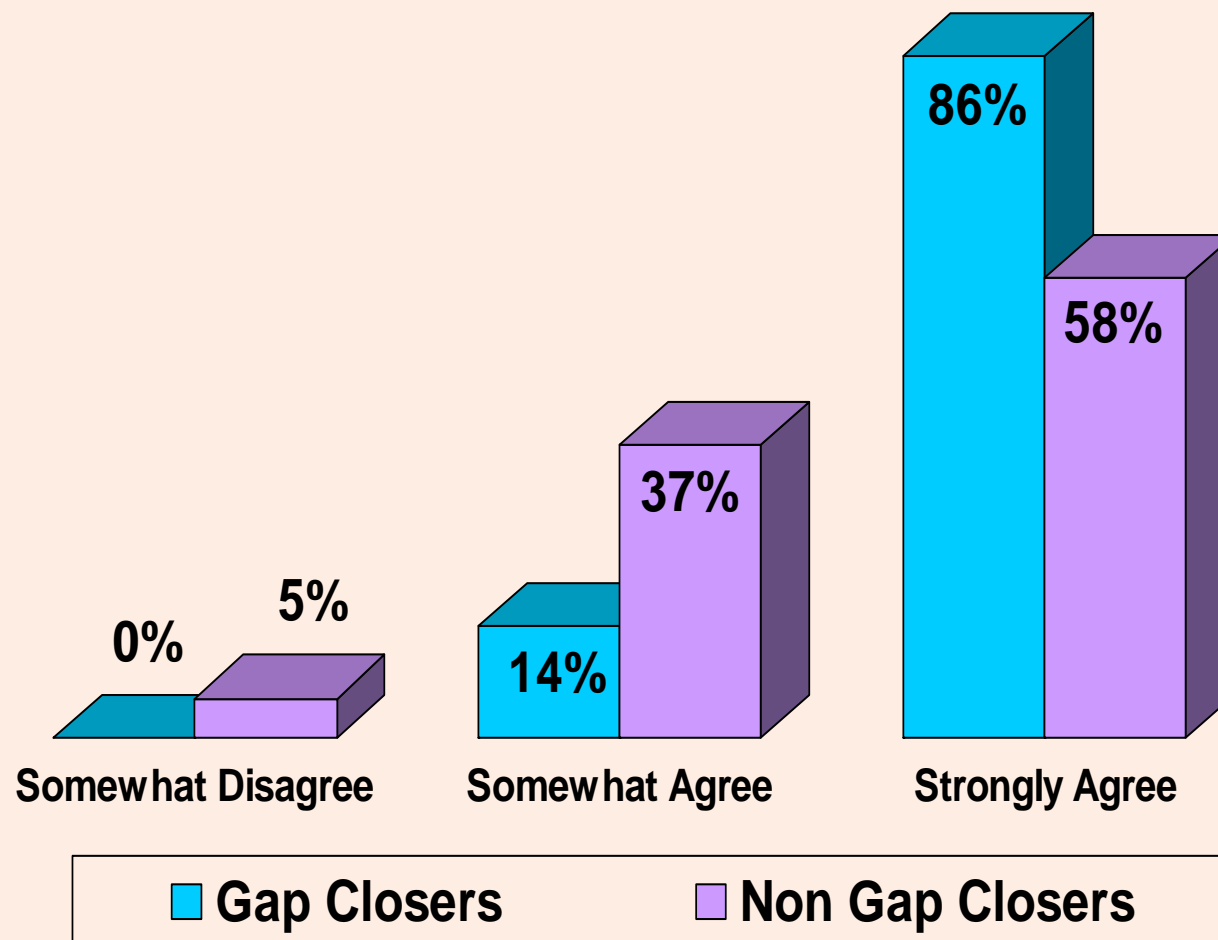
2007, the council was charged with  
focusing on Closing the  
Achievement Gap



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# Closing the Gap Has Been a Primary Goal for School Leaders

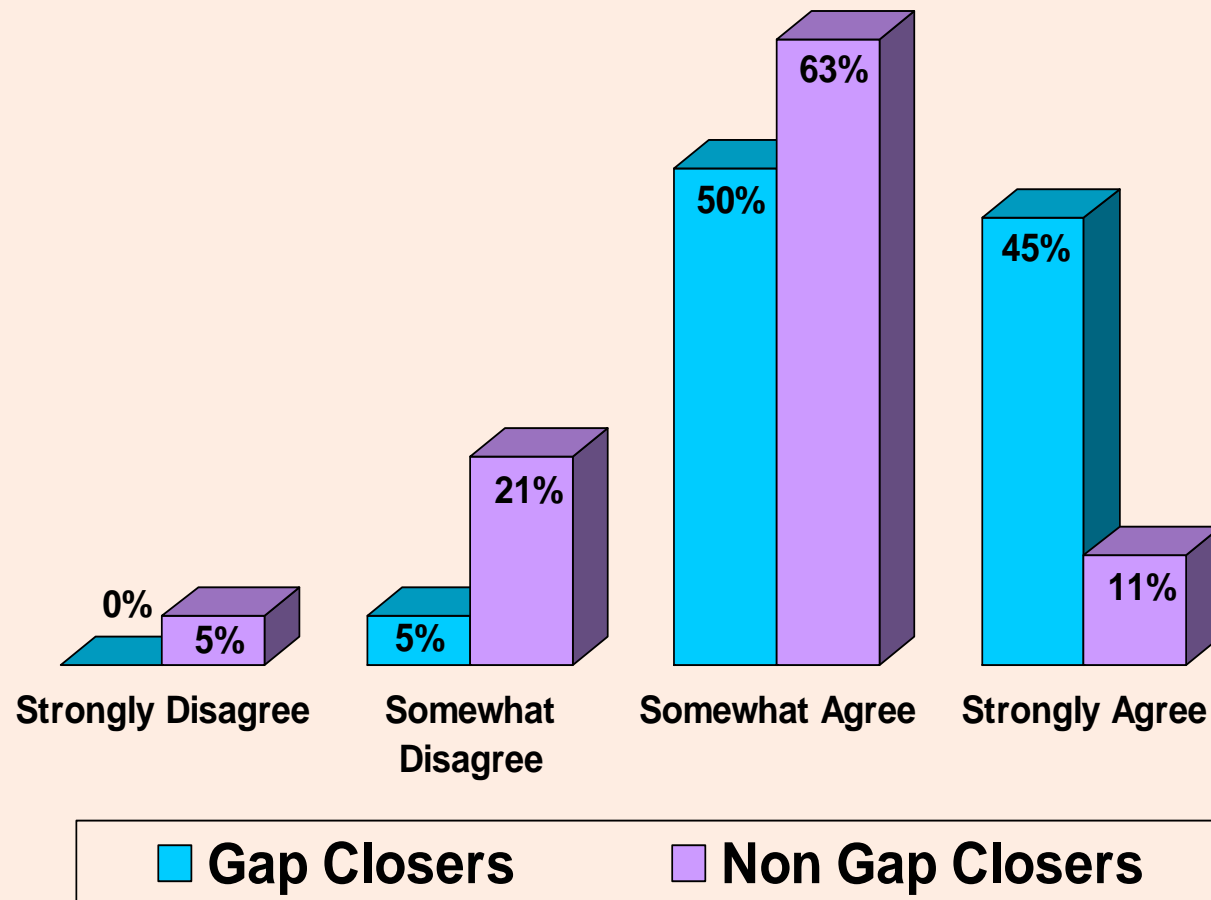




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# Leaders Set Measurable Goals for Closing the Gap

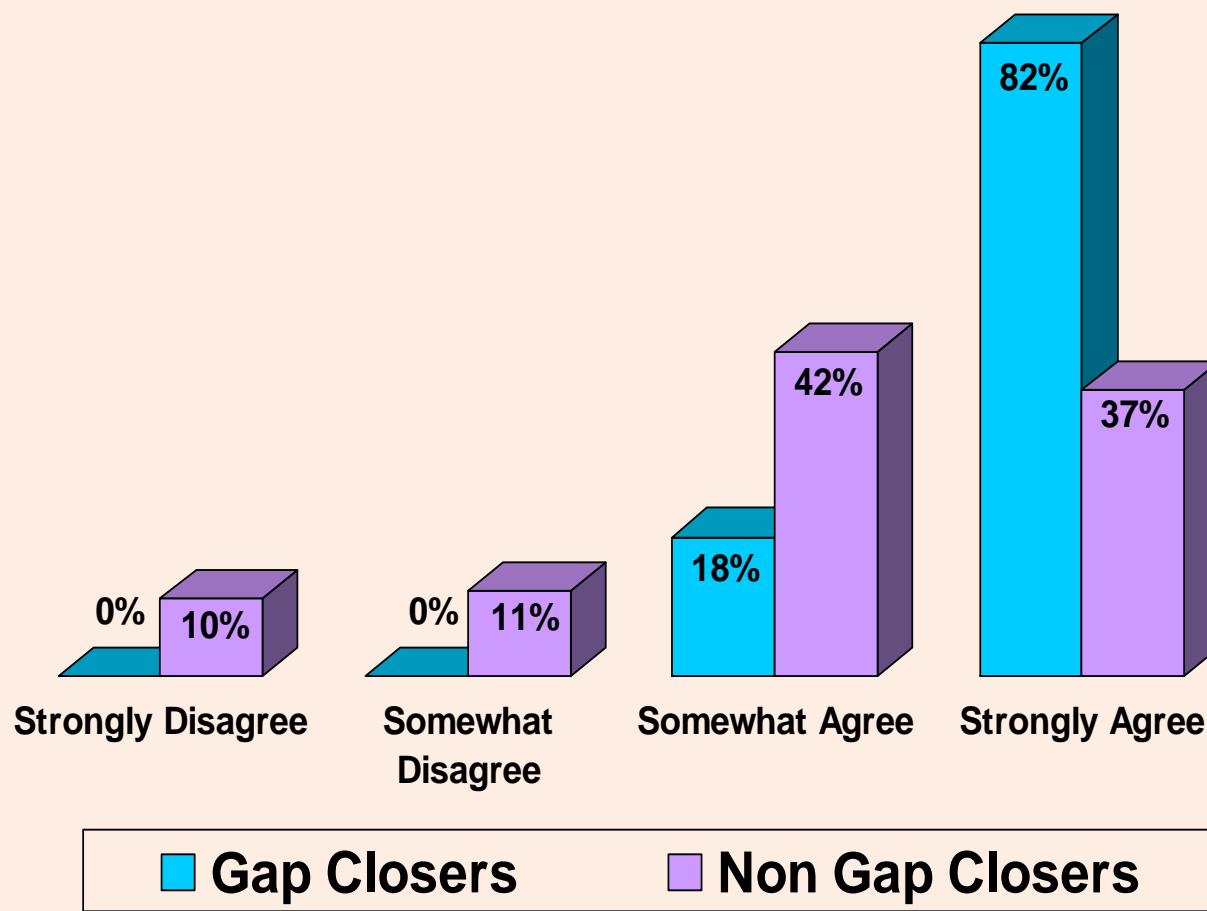




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# School Leaders Encourage or Lead Inquiry into the Gap





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## P-16 Council

- The Council considered what the **state** can do to create the conditions necessary for closing the gap
- Their recommendations are categorized into four major themes



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# Four Major Themes

**Access** – All students should have equitable access to core conditions, such as qualified teachers, quality PreK and a rigorous curriculum.

**Culture and Climate** – How schools can offer the best environment that promotes learning and a sense of belonging for students, parents, and school staff.

**Expectations** – We must foster high expectations for all.

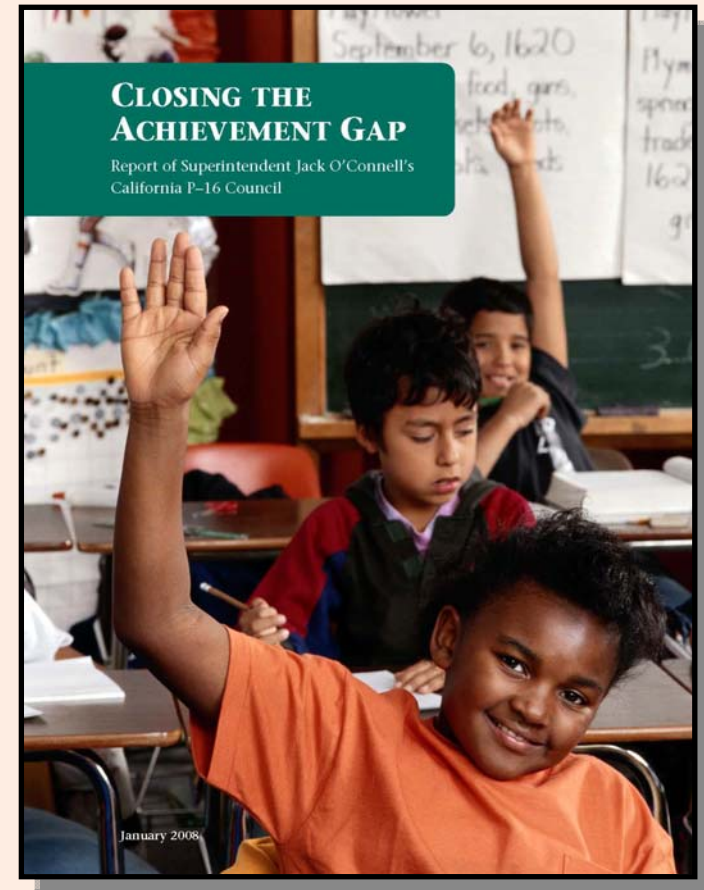
**Strategies** – Practices the state can promote that have proven effective or are promising for closing the achievement gap.



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# P-16 Council Report

- January 2008,  
Council releases  
CTAG report
  - Not intended to be  
comprehensive
  - But important steps  
to follow
- Makes 14  
recommendations



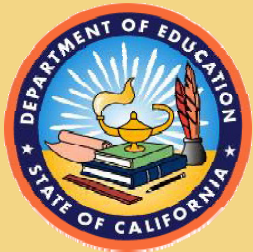


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# Access

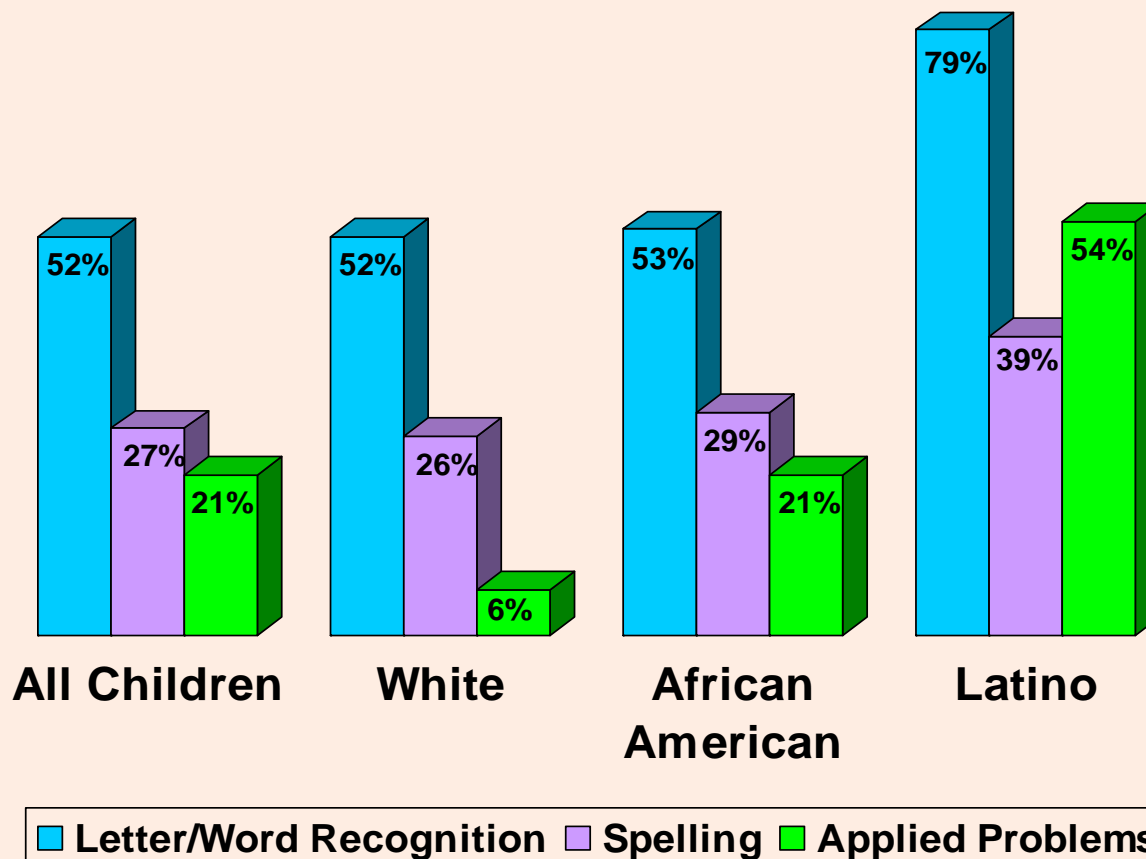
Design and expand  
***High Quality*** PreK





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# Research Shows: Benefits of PreK Gains by Children in Oklahoma's PreK Program



Source: *The Effects of Universal PreK on Cognitive Development*,  
Washington, D.C.: Georgetown University, 2005.

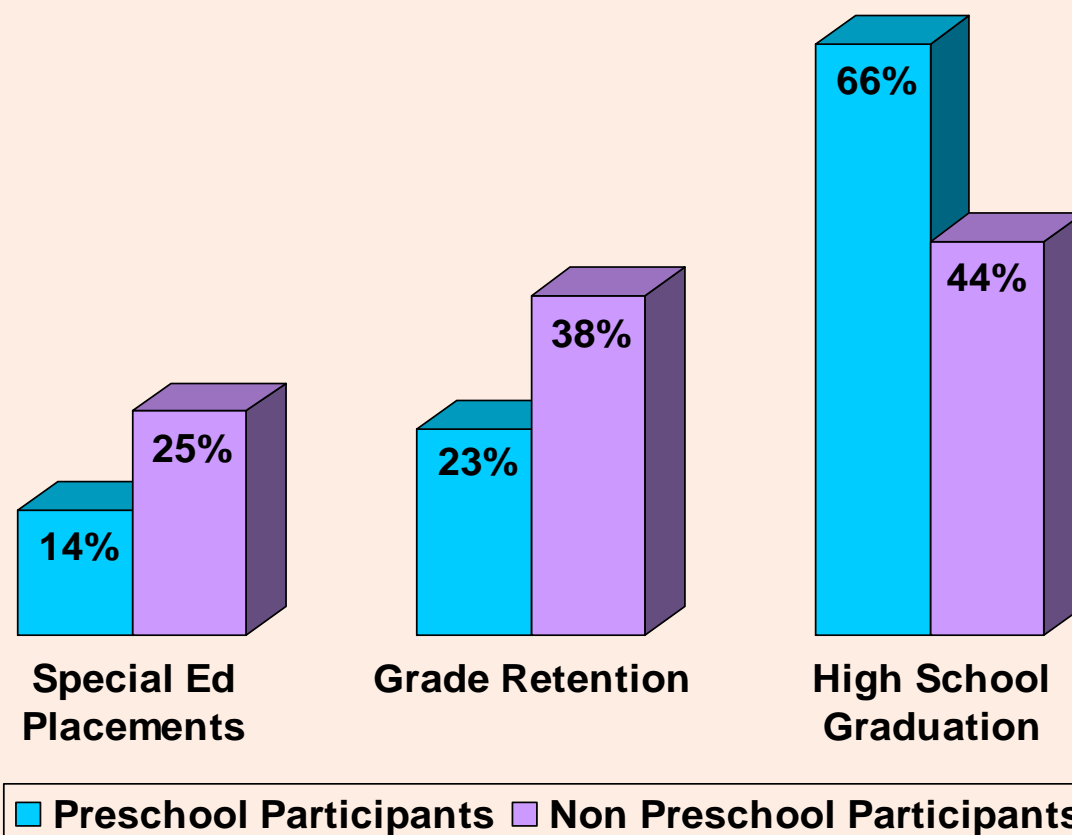


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# Research Shows:

## PreK Prepares Kids for Success in School

### PreK Participants Fare Better Overall



Source: High/Scope Perry Project Through Age 40,  
Ypsilanti, MI: High /Scope Press, 2004.



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# Access

*SSPI Jack O'Connell to sponsor two bills in order to create **High-quality** preschool for all students:*

- AB 2759 by Assembly member Dave Jones – Consolidate existing Title 5 programs
- SB 1629 by Senator Darrell Steinberg – Creation of a quality-improvement and tiered reimbursement system

California's schools should build **partnerships** with businesses, higher education, state agencies, and community-based organizations.



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# Access

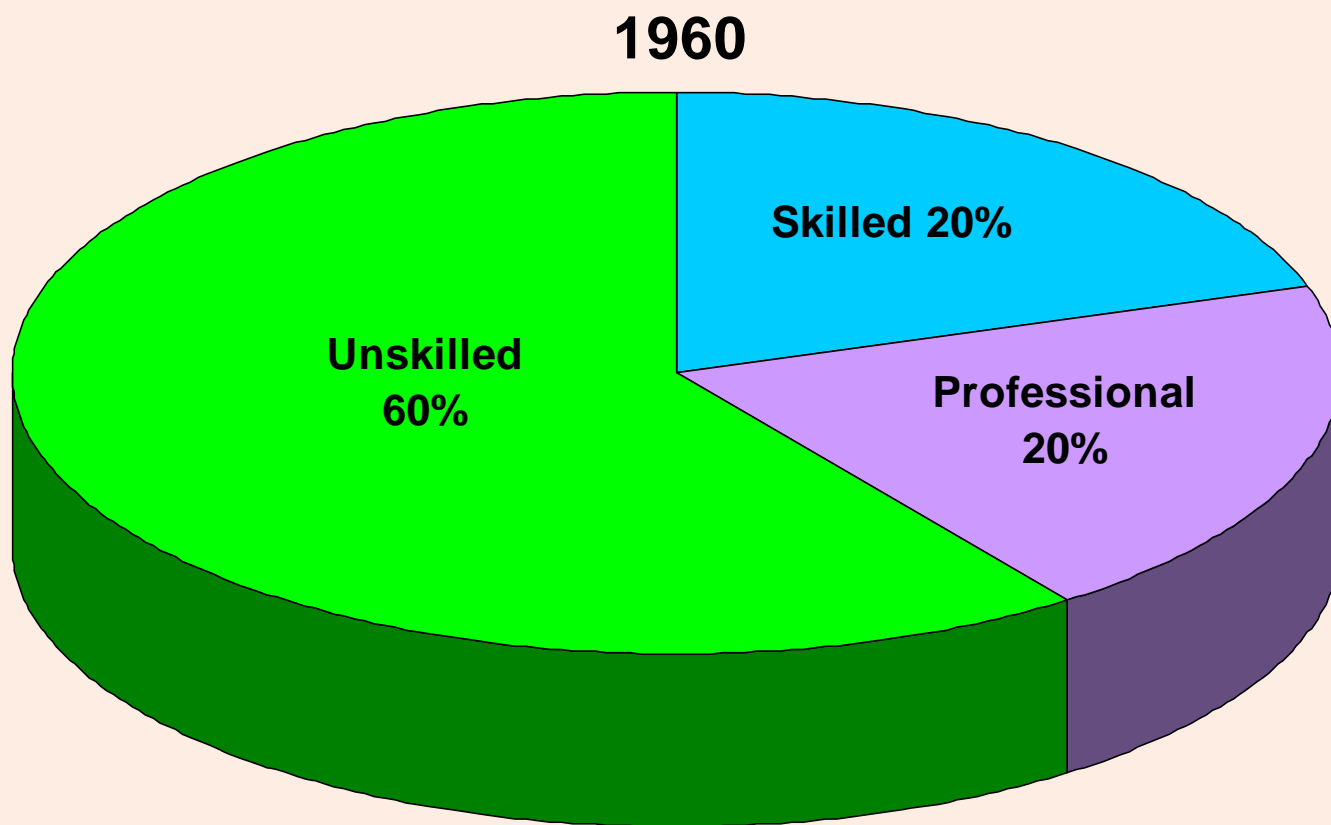
California needs better alignment of K-16 educational systems:

- Fix the disconnect between what K-12 **expects** of a high school graduate and what business and higher education **need** from a high school graduate



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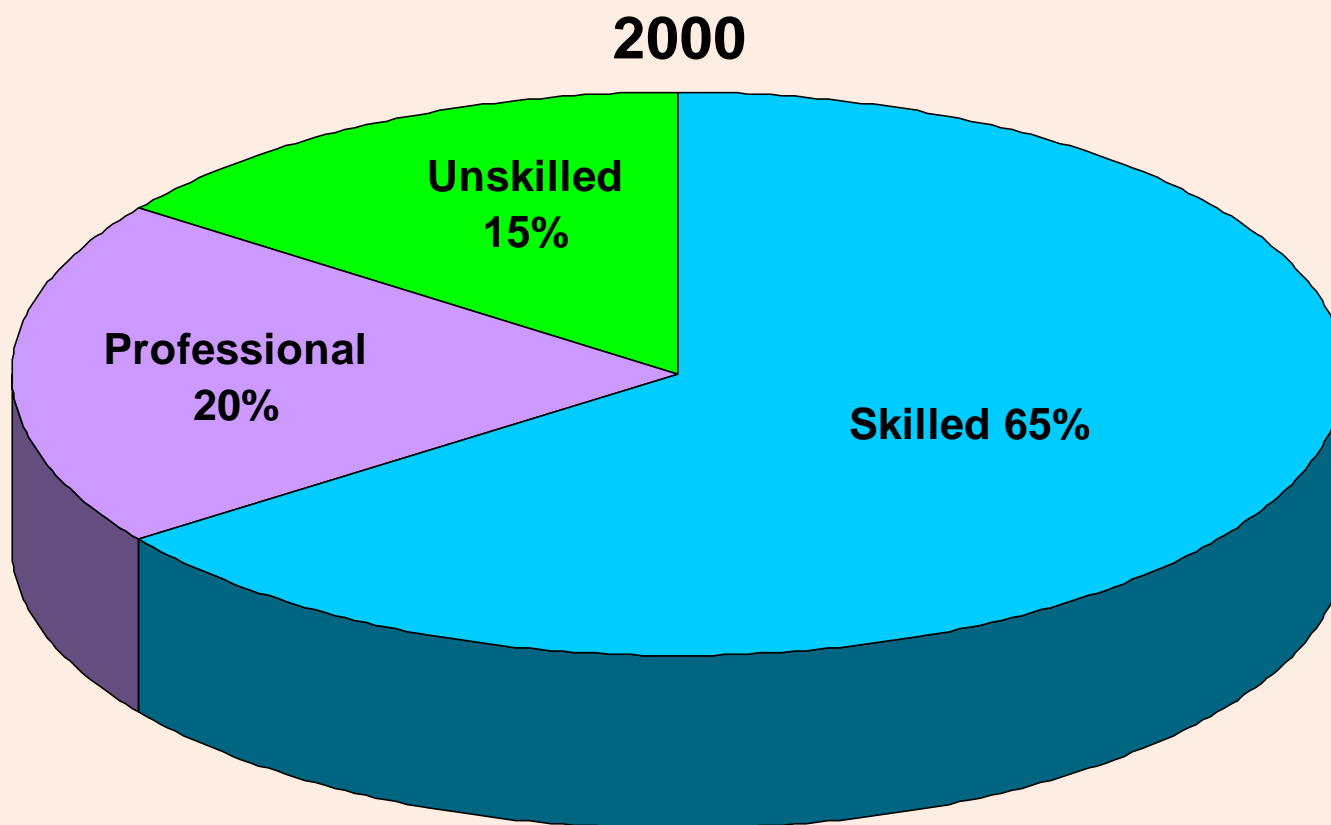
# Our Workforce Has Changed





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# Our Workforce Has Changed

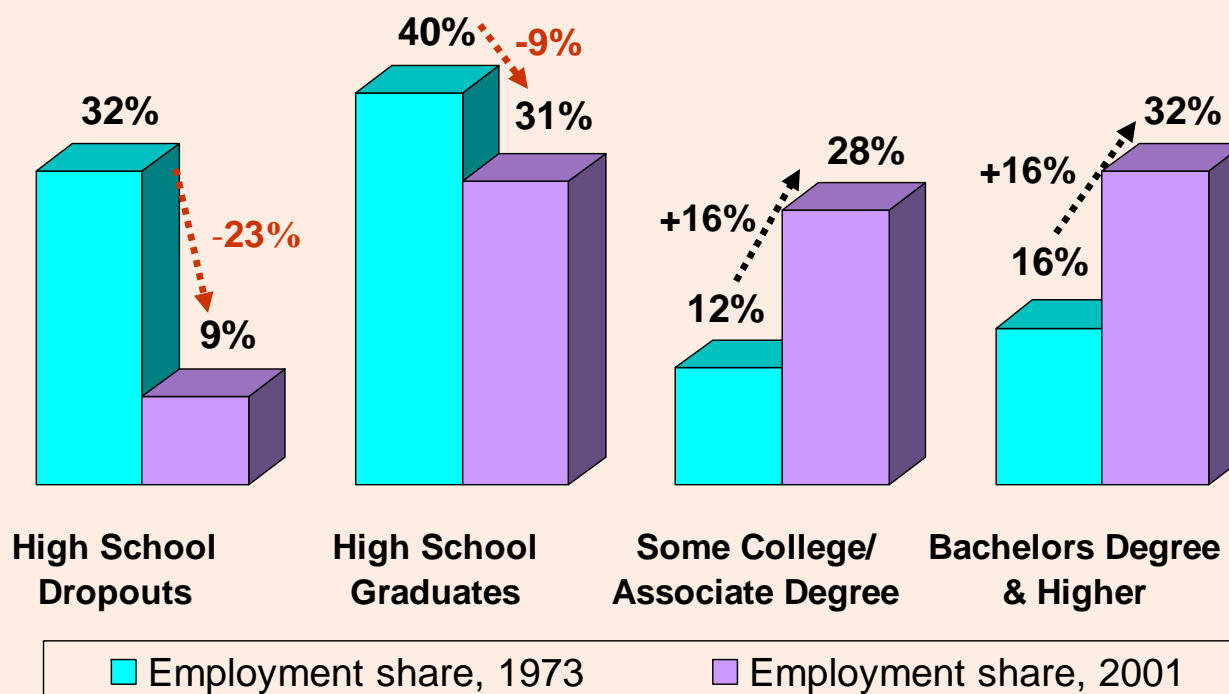




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# Jobs in Today's Workforce Require More Education & Training

## Change in the distribution of education/ skill level in jobs, 1973 v. 2001



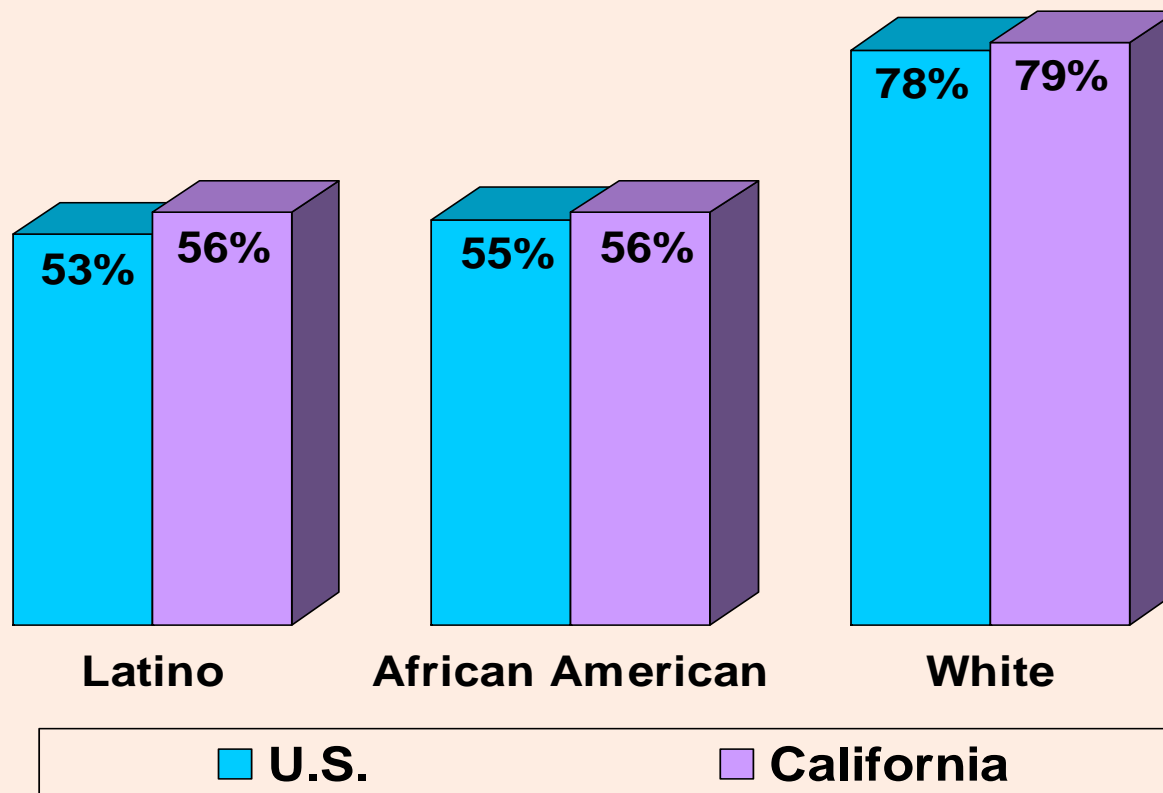
Source: Carnevale, Anthony P. and Desrochers, Donna M., *Standards for What? The Economic Roots of K-16 Reform*, Educational Testing Service, 2003.



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# Too Few Students Earn a High School Diploma

Freshmen Graduating on Time With a Regular Diploma



Source: *Leaving Boys Behind: Public High School Graduation Rates*,  
New York, NY: Manhattan Institute, April 2006.

From the American Diploma Project Network

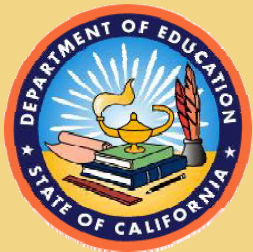




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# Too Many Students Graduate from High School Unprepared for Work

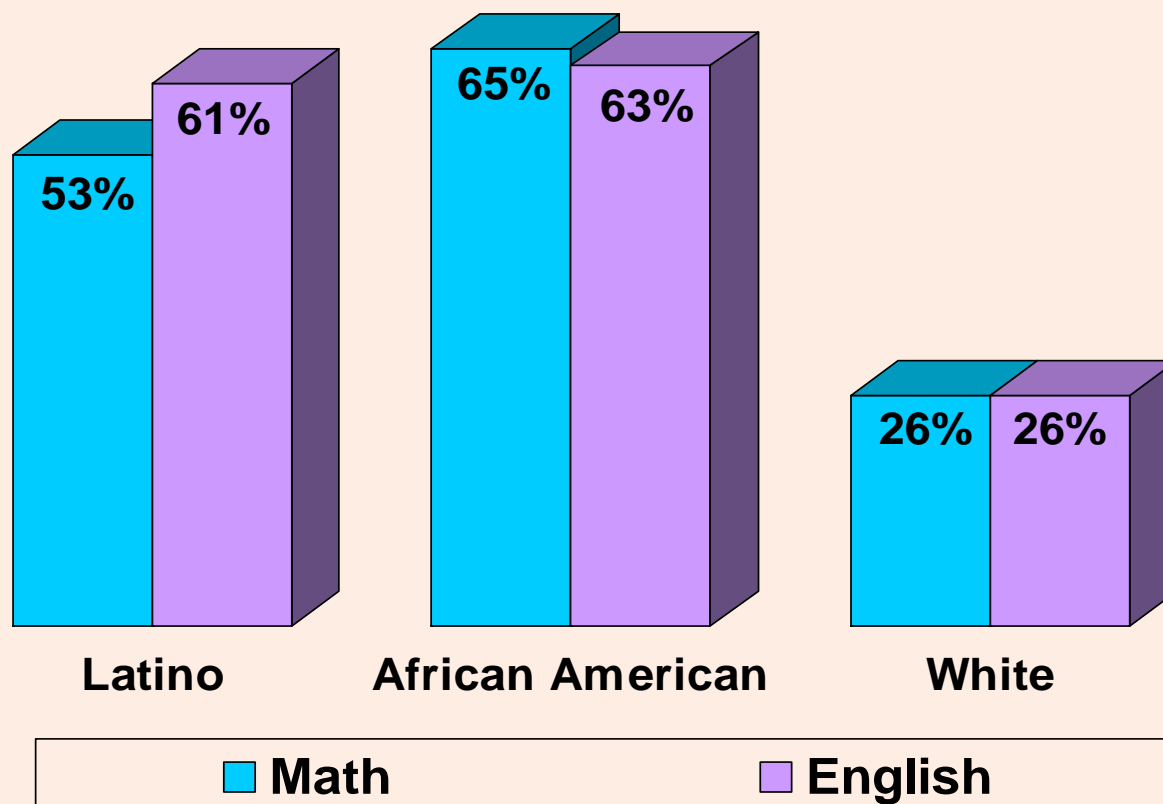
- 40% - 45% of recent high school graduates report significant gaps in their skills, both in college and the workplace
- Employers estimate 45% of recent high school graduates lack skills to advance



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# Remediation Rates at CSU

## CSU Systemwide Remediation Rates for Regularly Admitted First-time Freshman, Fall 2006



Source: Proficiency Reports of Students Entering the CSU System, downloaded from <http://www.asd.calstate.edu/performance/proficiency.shtml>, November 8, 2007.

From the American Diploma Project Network



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# Access

## California needs better alignment of K-16 educational systems

- Partnering with Education Roundtable
- Joining American Diploma Project
  - K-12
  - Higher ed
  - Business
  - Career Tech



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# Culture and Climate

The Achievement Gap is about more than just poverty.

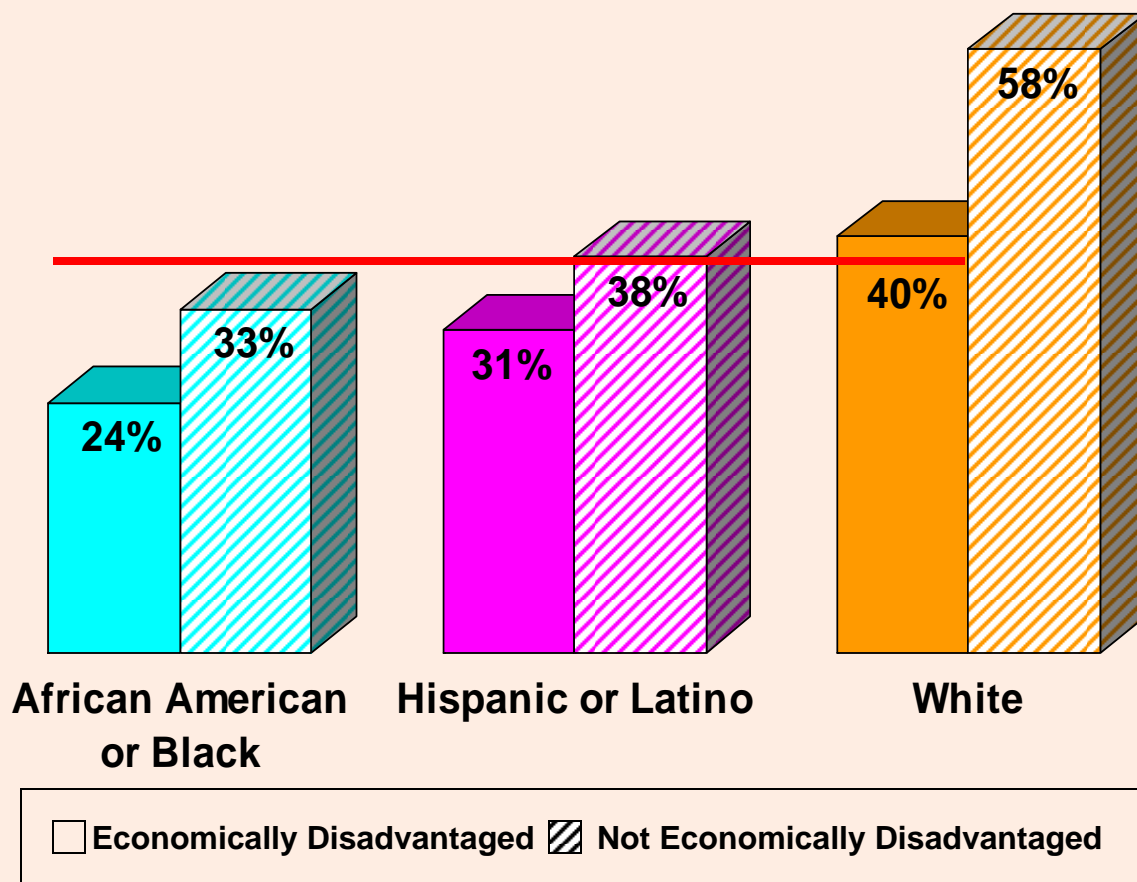
We have to have honest discussions about race.



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# Mathematics

Percentages of Economically Disadvantaged & Percentages of Not Economically Disadvantaged Students Scoring at Proficient and Above, 2008

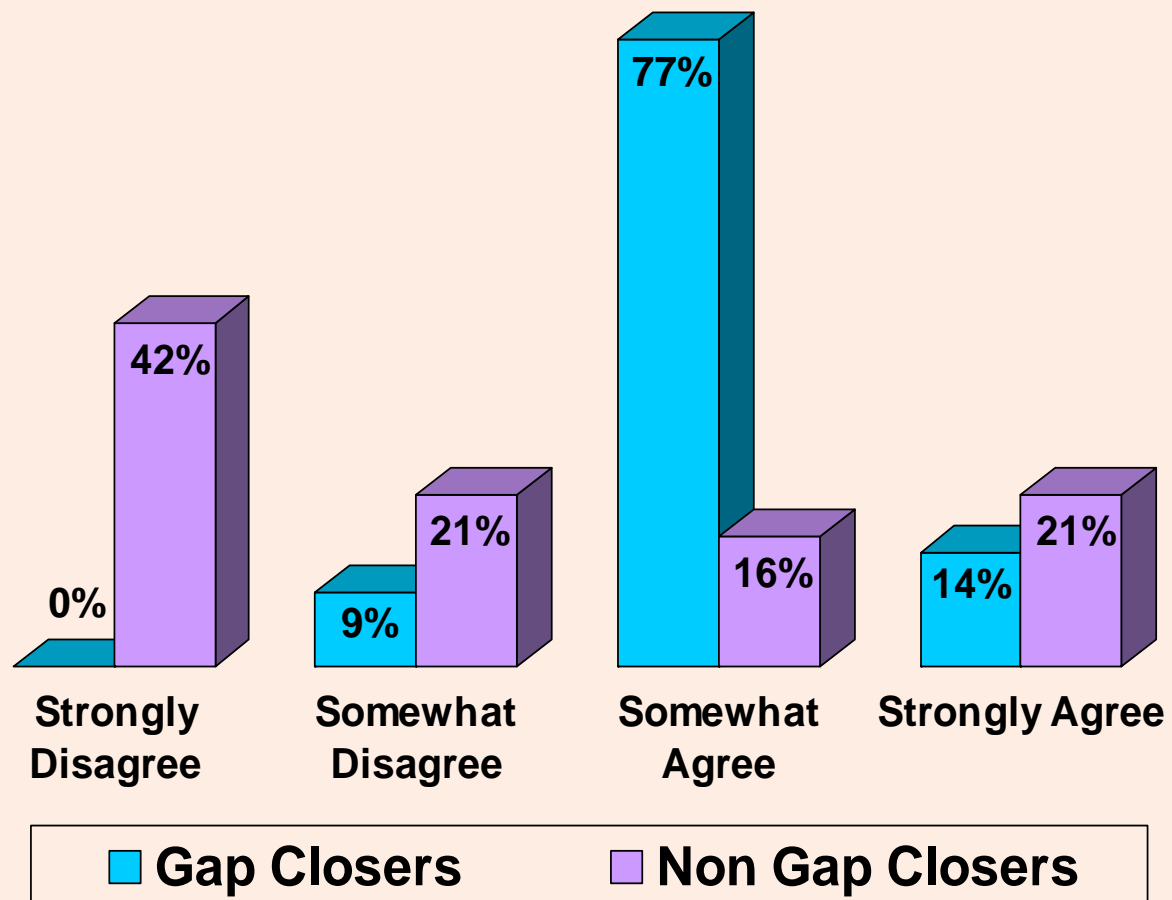




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# Leaders Provide Structured Opportunities for Faculty to Discuss Race and Ethnicity





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# Culture and Climate

## Conduct a Climate Survey

- Develop a tool for assessing the “organizational health” of a school
- Gather information that will make us aware of the perceptions, beliefs, and expectations of a school’s students, teachers, and staff
  - California Healthy Kids Survey
  - California School Climate Survey



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# Culture and Climate

SPI to develop world-class professional development on what it means to be culturally responsive

- Bring experts together from around the country
- Draw on existing research and pedagogy





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# Expectations

## A System That:

- Too often, doesn't expect enough from MOST students; and,
- Expects much less from some types of students than others.



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# Grade 7 Standards Based, Rigorous Writing Assignment

## Essay on Anne Frank

Your essay will consist of an opening paragraph which introduced the title, author and general background of the novel.

Your thesis will state specifically what Anne's overall personality is, and what general psychological and intellectual changes she exhibits over the course of the book.

You might organize your essay by grouping Psychological and intellectual changes OR you might choose 3 or 4 characteristics (like friendliness, patience, optimism, self doubt) and show how she changes in this area.



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# Grade 7 Low-Level Writing Assignment

**The "ME" Page**

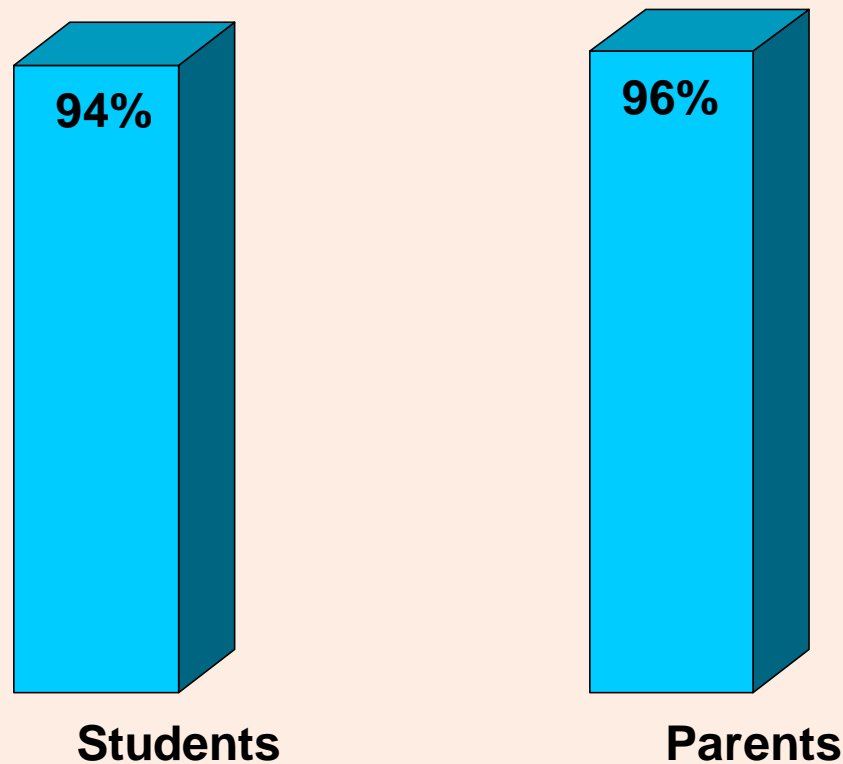
My name:	
Three words which describe me best:	
Three words others would use to describe me:	
My best feature:	
A neat expression:	
My best friend:	
My favorite food:	
A chore I hate:	
Something I wish would happen at my home:	
My hero:	
My favorite sport:	
A car I want:	
The best thing about my school:	
My biggest secret:	
A television character I act like:	
My worst fear:	
A contest I want to win:	
My favorite movie star:	
My heartthrob:	
A political office I would like to hold:	
Something I want to buy:	
My chosen career:	
My favorite beverage:	
A place I want to visit:	
A school subject I adore:	
My favorite book:	
A nightmare I have:	
Someone I would like to have as a relative:	
A movie I would like to be the star in:	
Something I would like to do for my family:	
A teacher I respect:	
What I would do if I were in Hollywood:	
A friend I would like to have:	
What I would do to change our school:	
My dream for America:	

- My Best Friend:
- A chore I hate:
- A car I want:
- My heartthrob:



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# Students and Parents are Clear: Their Goal is College

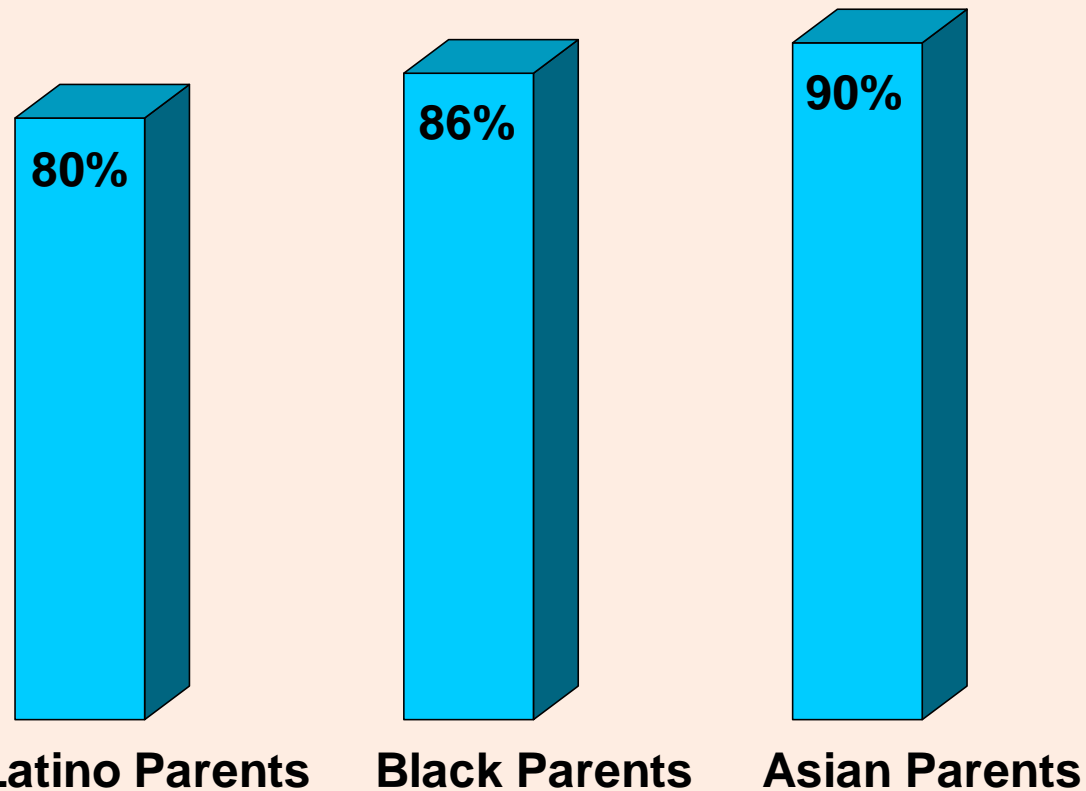


Source: U.S. DOE, NCES, *Getting Ready to Pay for College: What Students and Their Parents Know About the Cost of College Tuition and What They Are Doing to Find Out*, September 2003.



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## California Parents Who Expect Their Kids to Attain *at Least* a Four-Year Degree



Source: New American Media Poll, *Great Expectations, Survey of Latino, Asian, and African American Parents on Education*. Aug. 23, 2006. Available at: <http://news.newamericamedia.org/news/>.



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# Expectations

## Develop Achievement Gap

Intervention benchmarks that will allow the state to recognize, reward, and provide incentives to those schools that are closing the gap:

- Maintains the API
- Christopher Edley Jr. to co-chair effort



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# Estimates of teacher performance suggest that having five years of good teachers in a row\* could overcome the average seventh-grade mathematics achievement gap

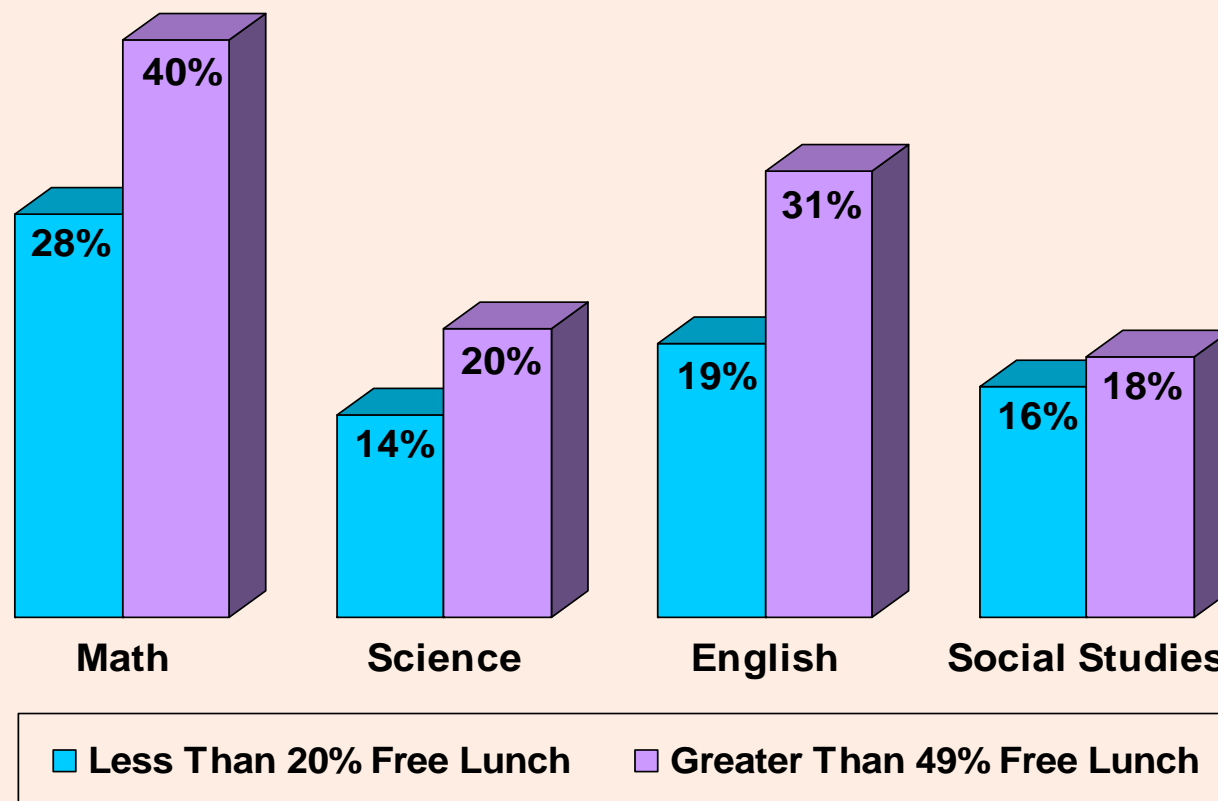
\* “1.0 standard deviation above average, or at the 85<sup>th</sup> quality percentile”

SOURCE: Hanushek, Eric A., and Rivkin, Steven G., “How to Improve the Supply of High-Quality Teachers,” In *Brookings Papers on Education Policy: 2004*, Diane Ravitch, ed., Brookings Institution Press, 2004. Estimates based on research using data from Texas described in “Teachers, Schools, and Academic Achievement,” Working Paper Number 6691, National Bureau of Economic Research, revised July 2002.



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# Classes in High Poverty High Schools More Often Taught by Misassigned\* Teachers



\*Teachers who lack a major or minor in the field.

Source: *What Matters Most: Teaching for America's Future*, Washington, D.C.:  
National Commission on Teaching and America's Future, 1996. p.16.





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# Expectations Awards

Starting in 2009, a California Distinguished School will have to meet the current criteria **and** narrow their achievement gap to be selected



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# Strategies

Continuous learning systems – schools and districts making the most progress are those that constantly look at their data and find ways they can do things better to foster student success.

- Announced an over \$2 million grant from the Hewlett and Gates Foundations to envision a world-class data system.

Provide more professional development on the use of data.



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# Strategies

SPI sponsored and Gov signed AB 2391 by Assembly Member Jose Solorio which will add data as an option under existing PD Program.

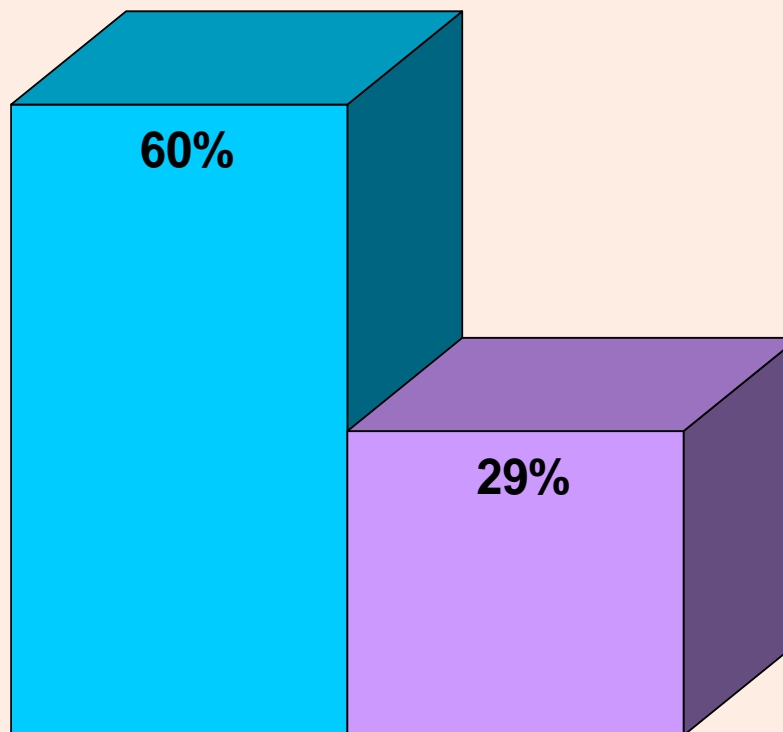
CDE will develop model training with input from an advisory committee on the use of data-driven instruction while utilizing State Board approved instructional materials.



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## Recommended Use of Data



Percent of Respondents Recommending Use of Data

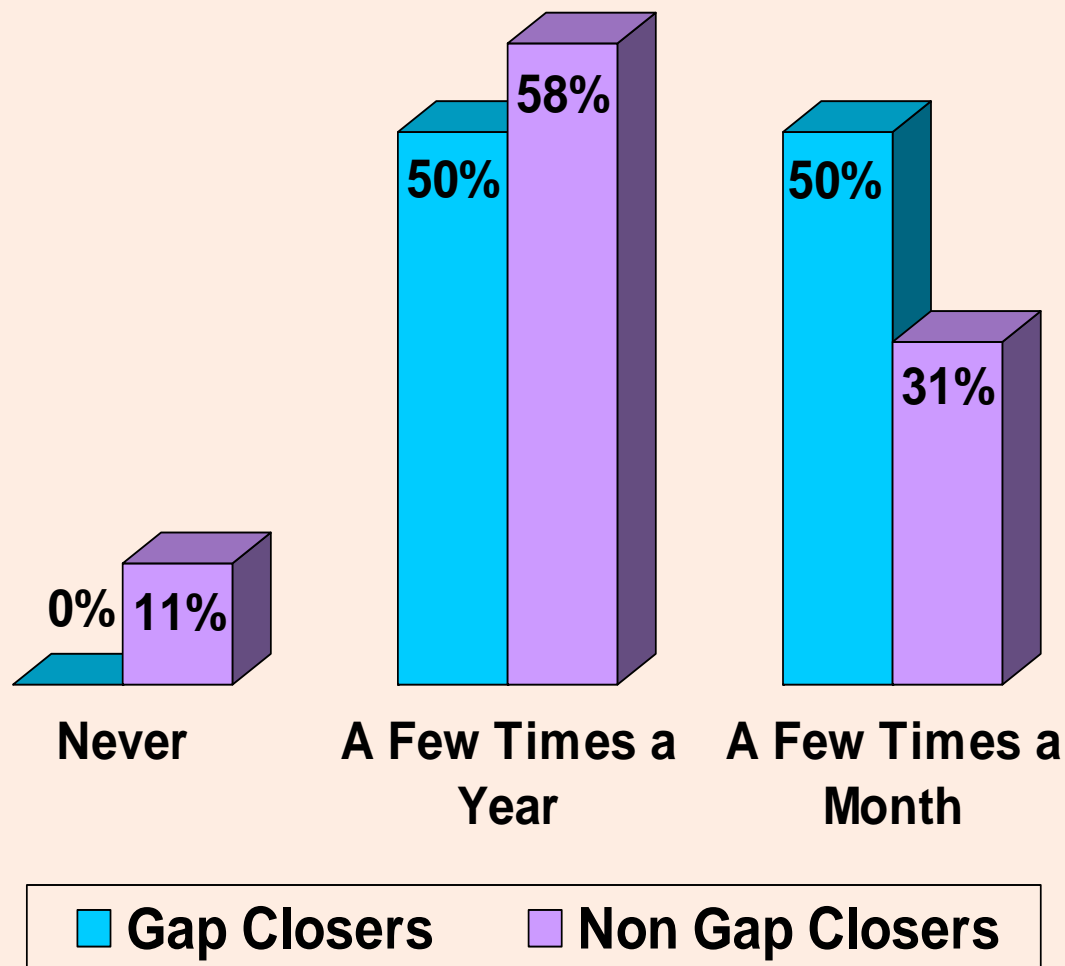
■ Gap Closers      ■ Non Gap Closers



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## Receive Professional Development on Analyzing Low-Performing Student Data

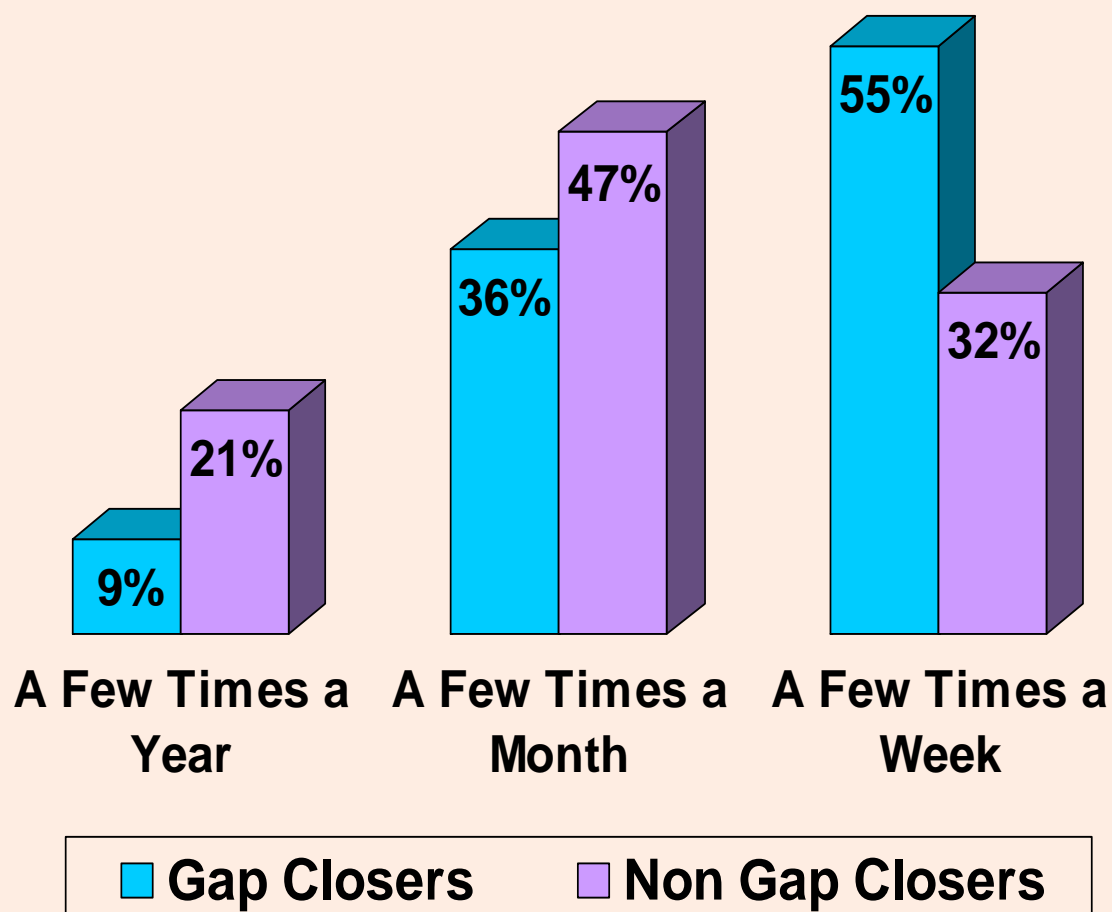




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# Administer Assessments of Students





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# Strategies

The state should maintain strong accountability, but allow local districts to be more innovative in the way they serve their students' diverse needs.

- Announced flexibility pilot with Long Beach and Fresno Unified



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# Brokers of Expertise

Brokers of Expertise will be a knowledge management system to:

- Gather all available educational research that meets high standards
- Expertly cull the data for meaningful trends
- Develop workable strategies specific to implementing that research into California's extraordinarily diverse schools.

Brokers of Expertise will provide a new level of connection and cohesions across levels and regions of the educational system.





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# Focusing our Attention on Closing the Achievement Gap

- The goal of closing the achievement gap demands a kind of **focused desire**. It calls for a willingness to change, to be bold, and to try new ideas.
- The time has come for us to answer this call. Together we can close the achievement gap and open the door to a better future for every student, without exception.



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# Closing the Achievement Gap in California

To download a free copy of this PowerPoint presentation, please visit  
[www.cde.ca.gov/nr/av/mm/yr08mm.asp](http://www.cde.ca.gov/nr/av/mm/yr08mm.asp)